SECONDARY CYCLE TWO • YEAR TWO

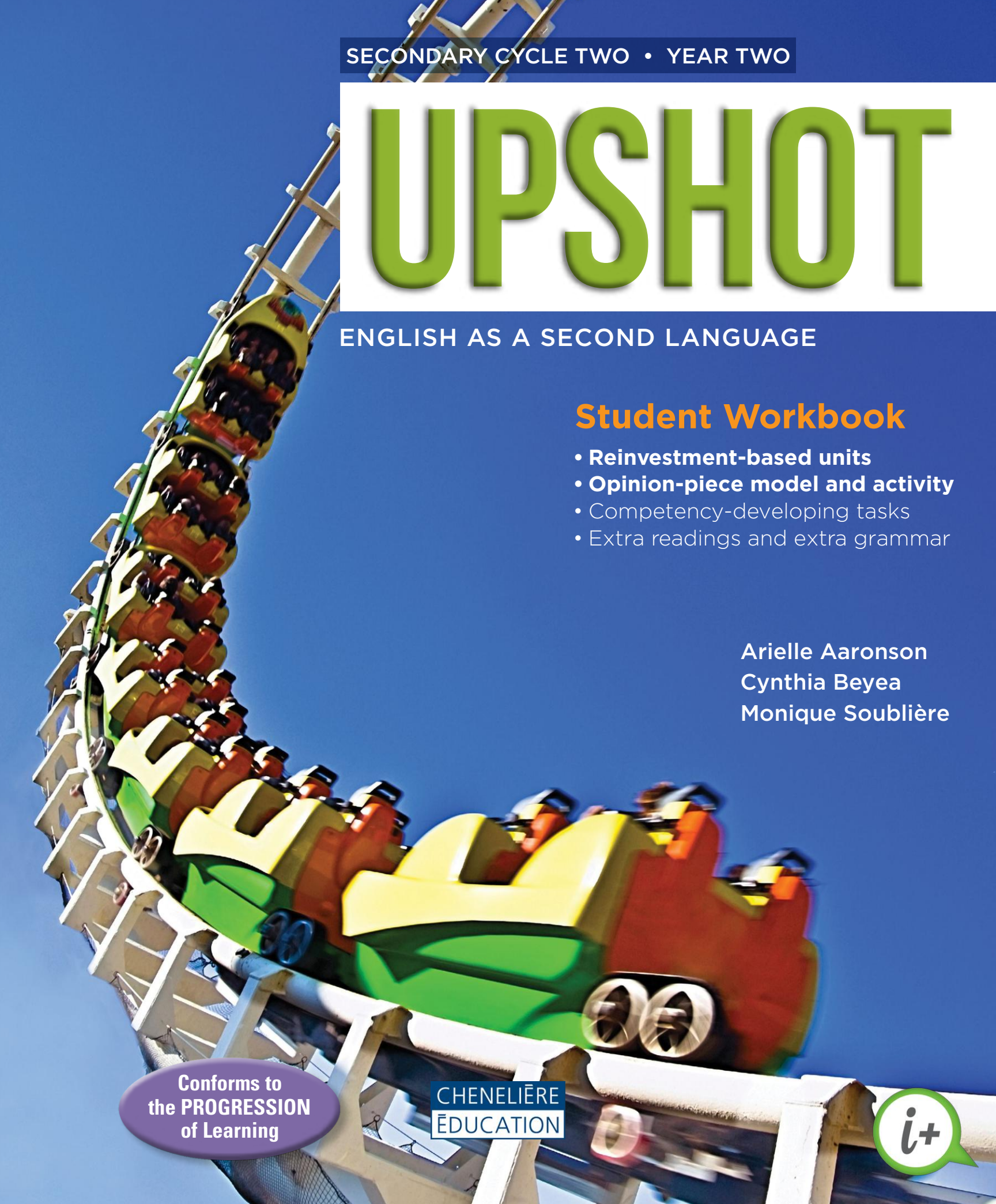
UPSHOT

ENGLISH AS A SECOND LANGUAGE

Student Workbook

- **Reinvestment-based units**
- **Opinion-piece model and activity**
- Competency-developing tasks
- Extra readings and extra grammar

Arielle Aaronson
Cynthia Beyea
Monique Soublière



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Upshot
English as a Second Language
Secondary Cycle Two, Year Two

Student Workbook

Arielle Aaronson, Cynthia Beyea, Monique Soublière

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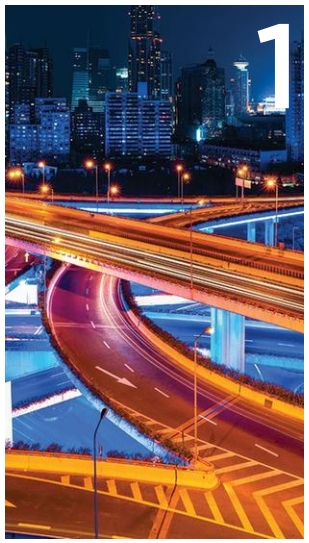

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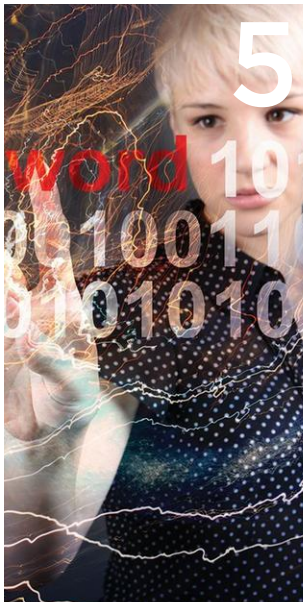

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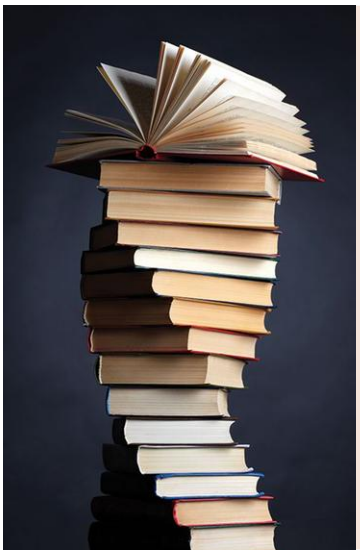

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Scope and Sequence Chart

Upshot Secondary Cycle Two • Year Two

UNITS	GUIDING QUESTION	GRAMMAR IN THE UNIT	C1 ORAL INTERACTION	C2 READING / VIEWING	C3 WRITING
1 Choosing Your Path	**What career path will you choose?**	• Gerunds & infinitives • Past tenses • Modals (mini)	• Mock job interview • Interview of classmates about their career paths	**Reading:** • Informative text • Career profiles **Viewing:** • News report	Reflective paragraph
2 Bright Ideas	**How can you change the world with a big idea?**	• Future with *will* and *be going to* • Comparatives and superlatives	• Financial literacy quiz • Brainstorming and pitching big ideas	**Reading:** • Informative text • Business pitches and analyses **Viewing:** • Interview	Portfolio analysis
3 Home and Away	**What does home mean to you?**	• Passive voice • Prepositions	• Discussion of quotes • Discussion of immigration facts	**Reading:** • Informative text • Newspaper articles **Viewing:** • News report	Family history description
4 What Would You Do?	**What does it take to make you react?**	• Sentence adverbs • Unreal conditional sentences	• Personality quiz • Discussion of sticky situations • Agreeing and disagreeing	**Reading:** • Personal narrative • Informative text • Case studies **Viewing:** • Online news report	Personal narrative
5 Big Data, Big Brother	**How private or public is your personal data?**	• Present perfect • Direct and indirect speech	• Agreeing and disagreeing • Designing and conducting a survey	**Reading:** • Online magazine article • Opinion pieces **Viewing:** • News report	Letter to classmates

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STRATEGIES	VOCABULARY	PRONUNCIATION	FINAL REINVESTMENT TASK	EXTRA READINGS
C2 Prepare to listen **C2** Scan	Skills and character traits	*–ed* endings	Write a profile of a career path.	**Extra Reading:** *The Outsiders* S. E. Hinton (novel excerpt) **Story Anthology:** "Dream Job" Marjorie Weinman Sharmat (short story)
C1 Brainstorm **C2** Synthesize **C2** Find the main idea	Business English	Numbers	Analyze and review a one-in-a-million idea.	**Extra Reading:** *The Apprenticeship of Duddy Kravitz* Mordecai Richler (novel excerpt) **Story Anthology:** "The Lottery Ticket" Anton Chekhov (short story)
C1 Practise **C2** Engage in active reading **C2** Scan **C2** Find key words	Canadianisms and Canadian spelling	Word stress	Write a news article about the immigration experience.	**Extra Reading:** "Tales from the Twilight Zone" Richard Poplak (short story) **Story Anthology:** "Red Maple Leaves" Svetlana Chmakova (graphic short story) "The Open Window" Saki (short story)
C1 Compare **C2** Activate prior knowledge **C3** Plan your writing	Theme-related vocabulary	Modals	Write and present your own *What Would You Do?* scenario.	**Extra Reading:** "What Does It Take to Be a Hero?" CBC (radio transcript) **Story Anthology:** *Tuck Everlasting* Natalie Babbitt (novel excerpt) "Hearts and Hands" O. Henry (short story)
C2 Listen for the main idea **C2** Find supporting ideas	Secrecy and privacy idioms	Long and short vowel sounds	Write your own opinion piece about your relationship with big data.	**Extra Reading:** *Ninteen Eighty-Four* George Orwell (novel excerpt) **Story Anthology:** *The Bar Code Tattoo* Suzanne Weyn (novel excerpt) "True Love" Isaac Asimov (short story)

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Overview of *Upshot*

Secondary Cycle Two • Year Two

UNITS

In the first section of *Upshot*, you will find five interesting units. The **theme-based units** expand your knowledge of grammar, language and vocabulary through reading, watching, speaking and writing activities, culminating in a final reinvestment task.

The **opening page** of each unit explains what you will learn and do.

The **title** gives you an idea of what the unit is about.

The **introduction** to the unit presents the theme.

The descriptions of the **tasks** tell you what you will do in the unit.

The description of the **final reinvestment task** explains the ultimate goal of the unit.

The **guiding question** presents the focus of the unit.

The **unit number and title** help you to identify the unit.

The **One-Minute Challenge** activates prior knowledge and gives you ideas that you can use throughout the unit. Work alone, in pairs or as a group to make a list in one minute.

The **interactive workshop icons** indicate access to an online unit quiz and vocabulary workshop to be completed at the end of the unit.

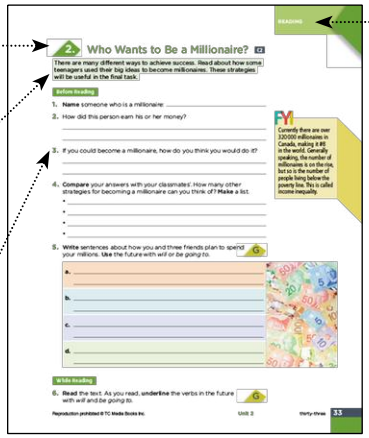
TASKS

Each unit contains six unit tasks that focus on **reading, watching, speaking** and **writing,** and one **final reinvestment task** that focuses on reinvestment and writing.

The **task number** and title help you find the task easily.

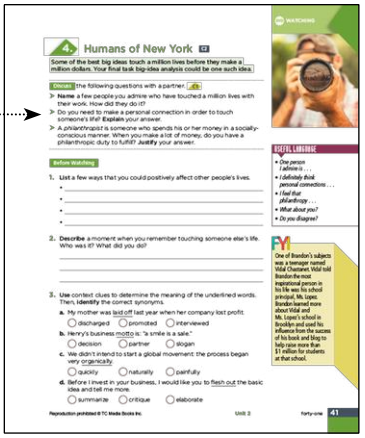
The **introduction** helps you understand the purpose of the task and how it will help you complete the final reinvestment task.

Step-by-step instructions tell you what to do.



The **tabs** indicate the focus of each task.

Questions and prompts provide another opportunity for **oral interaction** within many of the tasks.



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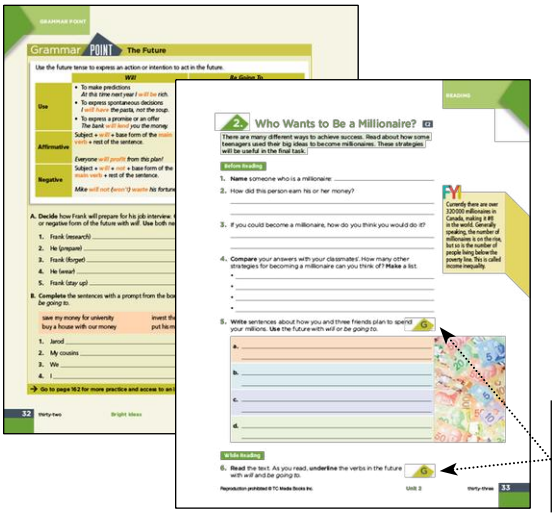
GRAMMAR

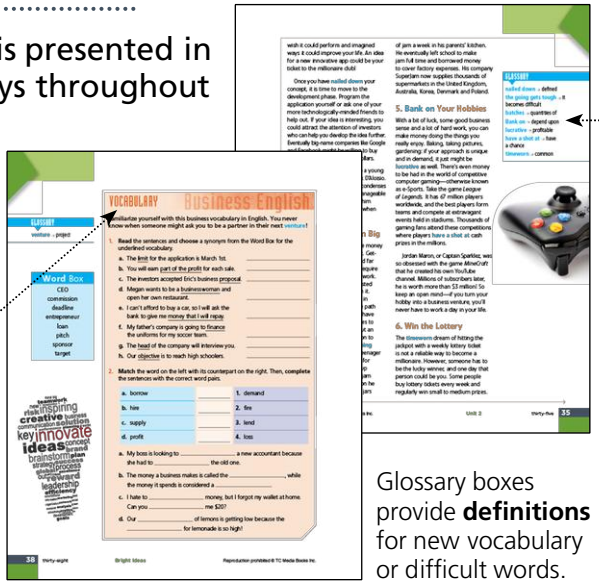
Each unit has two **Grammar Points**.



These **grammar notions** are reinvested in the tasks of the unit.

VOCABULARY

Vocabulary is presented in multiple ways throughout the unit.

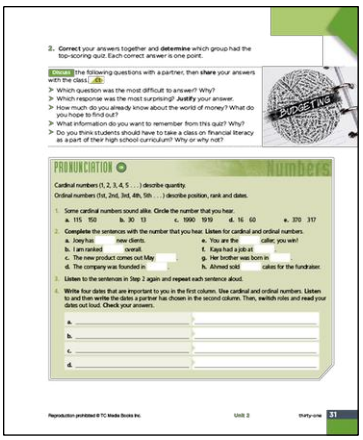


The **Vocabulary** rubric lets you learn and practise theme-related words and expressions.

Glossary boxes provide **definitions** for new vocabulary or difficult words.

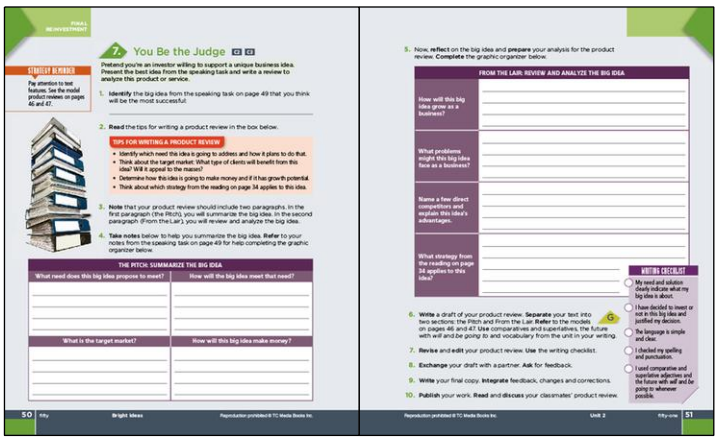
PRONUNCIATION

Each unit presents a **Pronunciation** rubric that helps you practise your English pronunciation.



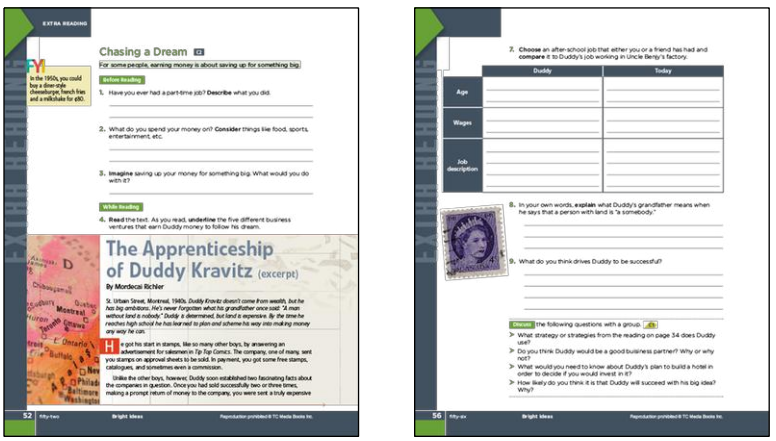
FINAL REINVESTMENT TASK

The **final reinvestment task** allows you to gather all of the information you have learned in the unit in a final written production.



EXTRA READING

The **Extra Reading** text and activity allow you to explore the unit's theme further.



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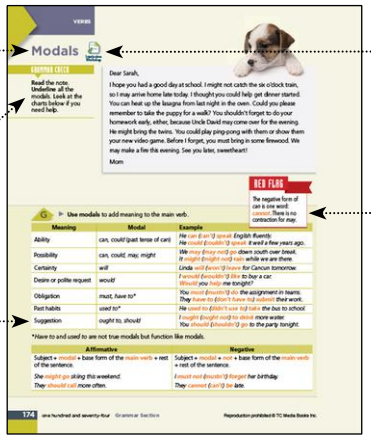
GRAMMAR SECTION

In the second section of *Upshot*, you will find the grammar notions and numerous exercises to help you practise and reinforce your grammar skills.

The **titles** tell you what you will learn and practise.

Each grammar notion starts with a **Grammar Check** to help you find out what you already know.

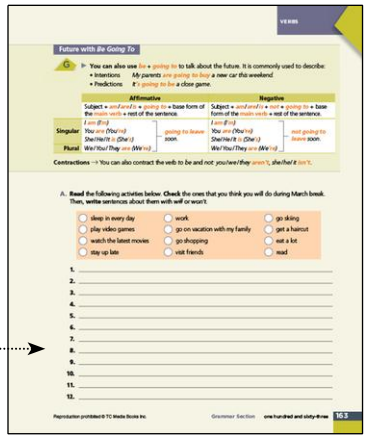
The grammar **charts** help you understand the notions.



Interactive workshop icons indicate that you can access additional material online related to the grammar notion.

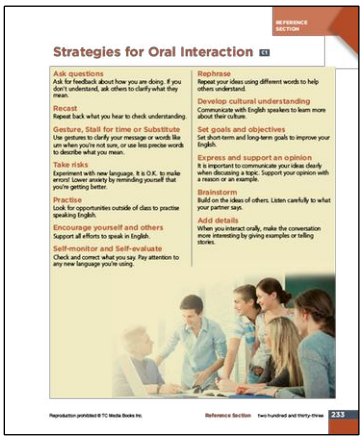
The **Red Flag** box points out grammar information to watch out for.

Exercises let you practise the grammar notion.



REFERENCE SECTION

In the third section of *Upshot*, you will find useful reference tools to help you use English in different situations, such as functional language; strategies; writing, response and production processes; a model opinion piece; and additional grammar references.



ICONS

The tabs tell you the focus of each task.

WARM-UP

READING

WATCHING

SPEAKING

WRITING

FINAL REINVESTMENT

GRAMMAR POINT

EXTRA READING

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The bands indicate the phases of the response process.

Before Reading / Watching | While Reading / Watching | After Reading / Watching | Discuss

This band indicates where to find more information about a grammar notion and access to interactive workshops.

→ Go to page 162 for more practice and access to an interactive workshop.

G — The grammar icon indicates that you will reinvest a grammar notion seen in a **Grammar Point**.

DVD — The DVD icon indicates when to watch the video.

CD — The CD icon indicates when to listen to an audio track.

C1 — This icon indicates that you will interact orally in a group discussion.

C1 — This icon indicates a task in which you will interact orally in English.

C2 — This icon indicates a task in which you will reinvest understanding of texts.

C3 — This icon indicates a task in which you will write and produce texts.

This icon indicates access to an online interactive workshop.

Strategy boxes focus on reading, speaking, listening and writing with examples and opportunities for concrete practice.

READING STRATEGY | SPEAKING STRATEGY | LISTENING STRATEGY | WRITING STRATEGY

STRATEGY REMINDER — **Strategy Reminder** boxes offer useful strategies for completing a task.

SPEAK OUT — **Speak Out** boxes provide guiding questions and language prompts for additional oral activities.

USEFUL LANGUAGE — **Useful Language** boxes suggest language prompts to help you participate actively in oral tasks.

TEXT FEATURES — **Text Features** boxes outline the characteristics and structure of model texts.

GLOSSARY — **Glossary** boxes provide definitions for difficult words and expressions.

→ STORY ANTHOLOGY — **Story Anthology** boxes link the unit theme to stories and excerpts in the Story Anthology.

RED FLAG — **Red Flag** boxes highlight common grammar or vocabulary errors to avoid.

FYI — **FYI** (For Your Information) boxes provide interesting facts or tips related to the theme.

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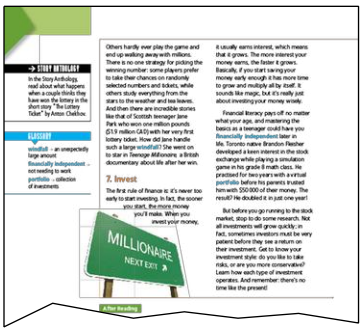
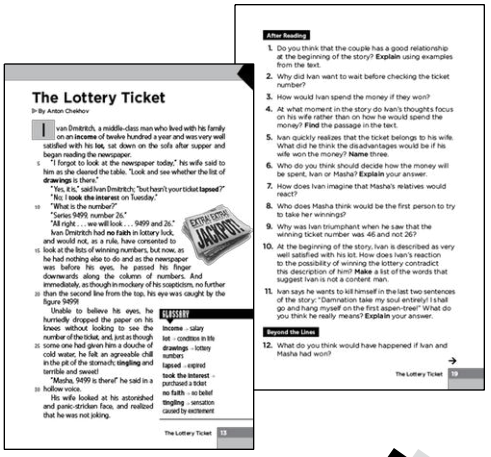
STORY ANTHOLOGY

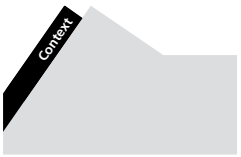
The **Story Anthology** contains short stories, literary excerpts and a graphic short story that allow you to explore the units' themes further.

Story Anthology boxes provide a description of the short stories and excerpts in the Story Anthology that are related to the unit's theme.





The **Context** rubric provides background information about the story and links it to one of the workbook's units.



The **About the Author** rubric offers a short biography of the excerpt's author.

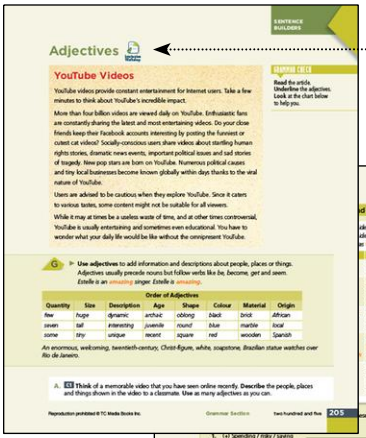
The bands indicate the phases of the response process.

Before Reading **While Reading** **After Reading** **Beyond the Lines**

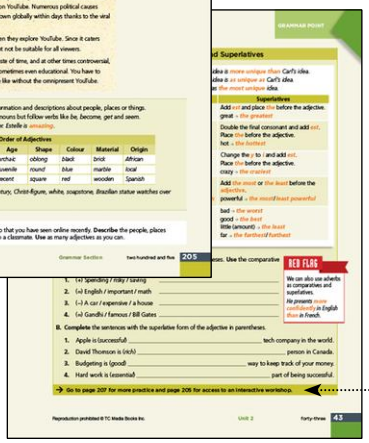
ONLINE INTERACTIVE WORKSHOPS

Online interactive workshops on the *i+ Interactif* platform can be used as quizzes or for extra practice on the unit's theme, vocabulary and grammar.

The interactive workshop icons indicate access to an online **unit quiz** and **vocabulary workshop** to be completed at the end of the unit.



In the Grammar Section, the icon next to the title of the grammar notion will give you access to an interactive **grammar workshop** on that topic.



The **page reference** at the bottom of each Grammar Point directs you to the icon in the Grammar Section by which you can access an interactive **grammar workshop** on that topic.

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Choosing Your Path

UNIT 1

The path you take in life will depend on what you love to do, what you are good at and what you stand for. There is meaning in every choice you make. What and who do you want to be, and what will you learn along the way?

In this unit, you will:

- **Discover** how well you know yourself.
- **Talk** about your character traits and your skills.
- **Read** about three people's paths.
- **Watch** a video about career options for teens.
- **Practise grammar:** gerunds and infinitives; the past tenses.

Final Reinvestment Task:

- **Write** a profile of a career path.

What career path will you choose?

Interactive Workshops

ONE-MINUTE CHALLENGE

Make a list of jobs you have dreamed about or imagined doing.

1. I Could Do That! C1

The job interview is your first opportunity to make a good impression.

Grammar POINT

Use modals like *can* and *could* to modify the meaning of verbs and show ability. *Would, could, might* and *can* show possibility, and *would* shows desire. Place a modal before the base form of the main verb when forming your sentence.

*I **would** be a good candidate for the tour guide job.*

See pages 174 and 179 of the Grammar Section for more details.

1. In small groups, **look** at the list of part-time jobs below. **Discuss** what is involved in each job and what character traits are required for each one. **Add** at least one other job that interests your group.

a. Dogwalker
b. Video game tester
c. Ski instructor
d. Clown
e. Landscaper
f. Tutor
g. Food depot worker
h. Exterminator
i. Baker
j. Farmhand
k. Tour guide
l. Camp counsellor
m. Office assistant
n. Other: _____

2. Each member of your group must choose a job that they would like to do. Which job do you want?

_____

3. **Take notes** on what skills and character traits you think you have that make you the best candidate for this job.

_____

_____

4. **Imagine** you have an interview for this job and have been instructed to bring an object that represents you. This object must possess character traits that you also possess and that you think are necessary for the job.

For example, a paper clip keeps things organized and you are very organized.

With your group, **brainstorm** three objects each and **take notes** in the chart below.

Object	Traits you share with the object
_____	_____
_____	_____
_____	_____

USEFUL LANGUAGE

- *This job requires . . .*
- *You need to be . . . for this job.*
- *This object is . . . and so am I.*
- *I am like this object because . . .*
- *I'm best suited for that job because . . .*
- *I'm really good at . . .*
- *I can't stand . . . so . . .*
- *I think you could . . .*

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5. **Choose** the object that is the most relevant to the job you selected in Step 2.

   Object: _____

6. **Present** your object and yourself to another group and **convince** them that you are the best candidate for the job.

7. **Be ready** to defend your point of view and to explain why you would be the best candidate for the job. **Come** to an agreement on who should get what job.

SPEAK OUT

What is the difference between a skill and a character trait?

PRONUNCIATION CD

To pronounce words that end in *–ed* correctly, listen to the sound at the end of the verb.

Base form of verb	Pronunciation	Example
Verbs that end with the sound *t* or *d* (*visit, end*)	/id/	*visit*/id/, *end*/id/
Verbs that end with the sounds *ch, f, k, s, sh, x* or *p* (*search, laugh, like, pass, push, fix, stop*)	/t/	*search*/t/, *laugh*/t/, *like*/t/, *pass*/t/, *push*/t/, *fix*/t/, *stopp*/t/
All other sounds (*agree, fill, play*)	/d/	*agree*/d/, *fill*/d/, *play*/d/

1. **Listen** to each word and **write** *id, t* or *d* to indicate the correct pronunciation of the *–ed* ending of each verb.

   a. graduated ____ **e.** picked ____ **i.** missed ____
   b. earned ____ **f.** decided ____ **j.** looked ____
   c. answered ____ **g.** wanted ____ **k.** presented ____
   d. advised ____ **h.** dreamed ____ **l.** helped ____

2. **Listen** to the words again and **repeat** each word out loud.

3. **Listen** to this tongue twister and **repeat** what you hear. Then, **say** it as quickly as you can.

   Peter Piper picked a peck of pickled peppers.
   A peck of pickled peppers Peter Piper picked.
   If Peter Piper picked a peck of pickled peppers,
   where's the peck of pickled peppers Peter Piper picked?

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Grammar POINT — Gerunds and Infinitives

Gerunds and infinitives are verb forms that functions as nouns.

Gerunds	Infinitives
To form the gerund, add ***ing*** to the base form of the verb. *Listen**ing** to music is one of my interests.*	To form the infinitive, use the word ***to*** and the base form of the verb. *Xavier hoped **to** get the summer job.*
Some verbs can only be followed by a gerund: *admit, appreciate, avoid, consider, defend, deny, dislike, enjoy, finish, imagine, involve, mind, miss, practise, risk, suggest.*	Some verbs can only be followed by an infinitive: *agree, appear, ask, attempt, choose, decide, except, hope, learn, plan, promise, refuse, seem, want, wish.*

RED FLAG

Some verbs can be followed by a gerund or by an infinitive: *allow*, *begin*, *continue*, *forget*, *hate*, *like*, *love*, *need*, *prefer*, *remember*, *start* and *try*.

A. Underline the gerunds and **highlight** the infinitives in the paragraph below.

Sophia likes to challenge herself. When she considers the type of summer job she wants to have, she knows that it needs to offer some excitement. She enjoys being active, learning new skills, spending time outdoors and talking with people. One possible option is to work as a student intern in a provincial park. This would allow her to be outdoors and to spend time interacting with the public.

B. Complete the sentences with a verb from the Word Box. **Use** the gerund or the infinitive.

1. I hope _____ my painting before the exhibition.
2. He is considering _____ the army.
3. They appreciated _____ in the fundraiser.
4. She wants _____ in the next elections.
5. Jeannie decided _____ the community college.
6. Jeff must practise _____ the ball.
7. We asked _____ the boss to hand in our applications.
8. I love _____ with my uncle during the summer.
9. Catherine started _____ guitar lessons this year.
10. Brian attempted _____ the mountain.

Word Box

attend • climb
complete
dribble • join
participate
run • see
take • work

→ **Go to page 184 for more practice and access to an interactive workshop.**

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VOCABULARY Skills and Character Traits

When figuring out what path to take, it is important to be able to identify your skills and your character traits.

A **skill** is the ability to do something well that comes from effort, training, practice or experience. The gerund forms of action verbs are often used to describe skills.

1. **Choose** a gerund from the Word Box that describes the skill developed in each situation.

G

a. At work I have to do many tasks at the same time. _____

b. I couldn't find the right tool so I used something else. _____

c. At lunchtime, I help younger students with their homework. _____

d. We're starting a fundraising campaign for our trip. _____

e. I reserved the room and ordered the lunch for the meeting. _____

f. I had to find information about summer jobs for my project. _____

g. My boss asked me to watch over the new employee. _____

h. I had to compose a letter of recommendation. _____

A **character trait** is a word used to describe someone's personality. Descriptive adjectives are often used to describe what kind of person someone is.

2. **Choose** an adjective from the Word Box that describes the person in each situation.

a. He's always on time. _____

b. When Jason is writing, he's not easily distracted. _____

c. She manipulates all her art mediums very well. _____

d. I always check the list twice to make sure I didn't forget anything. _____

e. The monitors always have so much energy. _____

f. The employee gets the work done well and quickly. _____

g. They're excited and very anxious to start the project. _____

h. I can count on him because he's always there to help me. _____

Word Box

Skills

improvising
mentoring
multi-tasking
organizing
researching
selling
supervising
writing

Word Box

Character Traits

conscientious
dynamic
efficient
enthusiastic
focused
punctual
reliable
skillful

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2. Look In, Look Out, Look Ahead C2

Opportunities to find your path present themselves in many ways. Every experience you have will shape your future. You will consider these opportunities and experiences when you describe someone's path in the final task.

Before Reading

1. What are you interested in at the moment? **Complete** the following chart.

Things I like doing		
At home	At school	In my community
_____	_____	_____
_____	_____	_____

2. What things are you doing now that you think are helpful to your long-term goals? **Explain** your answer.

_____

_____

3. **Look** at the list of jobs in your One-Minute Challenge. Are there any that relate to the interests you listed in Step 1.

_____

_____

Word Box

assessment
earn
enhance
ins and outs
know-how
speak out
take a stand
voices

4. **Replace** the underlined words with a synonym from the Word Box.

a. I learned the technicalities of being a cashier. _____

b. If you see injustice, say something against it. _____

c. You make a lot of money working at the restaurant. _____

d. She expresses her opinions during the student council meetings. _____

e. My teacher suggested I take an aptitude test to help me in my career search. _____

f. He shares his expertise with me when we work together. _____

g. I fight against violence and inequality. _____

h. Listening to people's experience can increase your understanding of a situation. _____

While Reading

G

5. As you read the text, **underline** verbs in the infinitive and **highlight** the gerunds on the first page (page 7).

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Look In, Look Out, Look Ahead

Most of the time that you spend on your career path is simply about moving along. Having a destination, or clear career goals, gives you direction, but the key to a successful career path is to pay attention along the way. Every curve in the path and **fork** in the road is an opportunity to look in, look out or look ahead.

Looking In

Looking in is about self-assessment. You need to discover who you are and to **make the most of** your uniqueness. Knowing your strengths, likes, learning styles and values can help you find direction on your career journey.

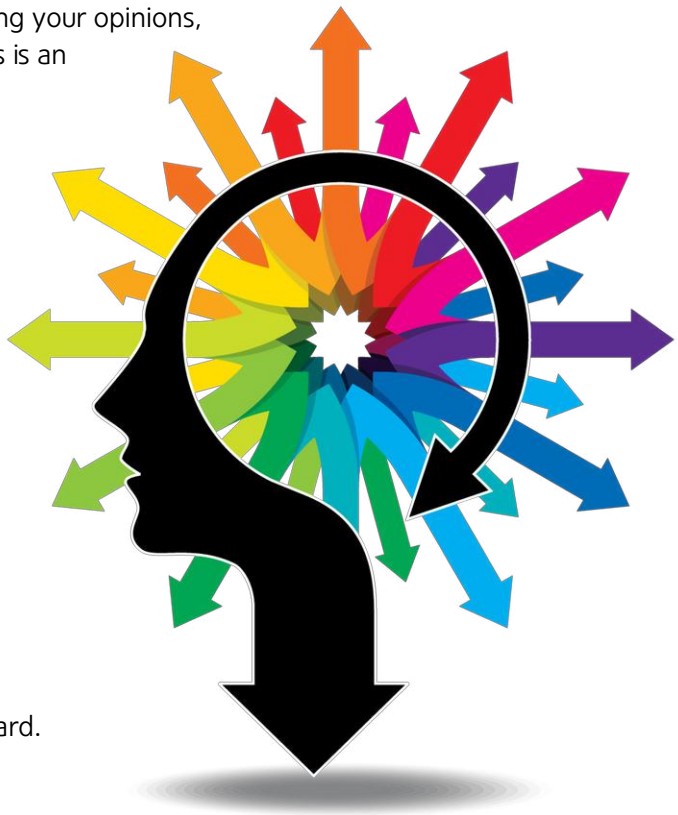
Fantasizing about your future can help you to understand what you really want in life. Knowing what you want and keeping it in mind can give you the motivation you need. Find out what you love to do and what you're good at by developing your interests. The sky is the limit. Try a variety of activities in order to discover your passions and to develop different skills and talents.

Whether you **try your hand** at cooking, rock-climbing or blogging, the skills you develop will be useful when the time comes **to strike out on your own** because it will help you to better understand yourself. You should recognize that an activity can present different opportunities to different people. For example getting involved in the school play allows extroverts the chance to perform on the stage, while introverts can stay **behind the scenes** on the technical team, creative types will enjoy the chance to design sets and costumes. Getting involved in your community will help you to develop compassion, tolerance and people skills. A part-time job will teach you how to be part of a team and possibly even to become a team leader. The possibilities are endless. Keep in mind that with every experience you can learn something about yourself and that this knowledge will help you to find your way.

Once you begin to recognize that **inner voice**, listen to it. Although it may sometimes be difficult, saying what you want and expressing your opinions, thoughts and ideas is an important step in developing your personality and your values. When you feel strongly enough about something to voice your opinion and to fight for it, the real you is **shining through**. You are telling others that you have something **worth** saying; that you want to be heard.

GLOSSARY

Ahead → into the future
fork → point where multiple paths go forward
make the most of → benefit from
try your hand → experiment with
to strike out on your own → to live independently
behind the scenes → out of the public view
inner voice → intuition
shining through → becoming visible
worth → valuable



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There are many opportunities to express yourself. Play an active role in the decision-making at home and at school. Learn to say what you think and how you feel about something. If you want to improve your communication skills, build self-esteem and self-confidence, get involved in projects at home, at school and in your community that allow you to voice your opinion about issues that have an impact on your happiness and your future.

Looking Out

Looking out is about career exploration activities like volunteer work, part-time jobs and experiential learning. Career exploration helps you to see how your studies are relevant to the world **beyond** school. Career exploration can enhance your engagement towards your studies when you can see how your education can lead to a possible career path.

Remember that the journey of life is not taken alone. Life is like a team sport, and your team members are your friends, family, teachers and neighbours. Any of them may be **willing** and helpful allies when it comes to helping you explore different careers. Develop your connections with these allies. They can guide you as you explore your interests, skills and personality type. Your school counsellor may offer interest and aptitude assessments in order to carefully plan your future career. They can also suggest online career exploration and career-planning programs.

Your family, your friends, and other significant people in your life will influence and shape who you will become. Parents usually have high expectations for their children and their plans for your future may not match with what you want. Parent, friend and **peer** pressure can slow you down in your mission to find your way. It's important to find people who will support your choices. Don't let others decide for you. Don't choose a path to please someone else.

Communication is the key. Discuss your career plans with your family and friends. Be open to their ideas and suggestions, but remain true to your own needs and aspirations. Speak up and find your "**tribe**." Your tribe includes the positive people who will guide and encourage you. Create a strong social network by focusing on people who value your qualities and uniqueness, and who connect with your passions. Find a mentor or coach, someone you connect with who will share their experience, knowledge and know-how. Share your own expertise by peer mentoring another student. It's a great way to develop your listening and problem-solving skills, and to improve your own knowledge. Look online for **like-minded** individuals—they are out there! Online discussion boards, blogs and Facebook groups can be terrific sources of inspiration and encouragement.

Working part-time while you are still in high school can be difficult but the money you earn gives you a certain independence and will help to pay for your future expenses. Summer jobs offer the same benefits without **worrying** about balancing a job and schoolwork. Try spending a day with

GLOSSARY

beyond → outside
willing → inclined
peer → people like you
tribe → community of people
like-minded → with similar beliefs
worrying → stressing

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someone to learn the ins and outs of their job. This is called job shadowing. Volunteer work is another option. They all can lead to a possible job further **down the road**.

Skills like cooperation, compromise, time-management, teamwork and leadership are very valuable in the **workforce**. Real examples of this in a work scenario are the kinds of things that you will want to include in your résumé.

Looking Ahead

Looking ahead is about planning and the future. And it begins with educational planning. The support of your school and your teachers as you transition from one step to another in your life will help you to adapt to changes and to find your way on your path.

Looking ahead can take many forms in high school, but it **boils down** to making the most of your five years of secondary education. It starts by making good academic choices in order to keep your career options open. This is especially important if you aren't sure what kind of job you would like to have. Next, choose optional courses that you like and that will allow you to develop new skills. Then, take responsibility for your success, work hard and get the best grades possible.

Your plan might involve an **apprenticeship** program where you will get **hands-on** training for a skilled **trade**. You might go on to college for a combination of real-life skills and education. University is for you if you enjoy academic and theoretical learning or if you have specific career goals in mind that require a university education.

Even if you suspect that your plan may evolve, it's still a good idea to have an educational plan. It's also important to remember that the work and life experiences that you'll have in high school, CEGEP and beyond will help your plan evolve.

GLOSSARY

down the road → in the future

workforce → professional world

boils down → is simplified

apprenticeship → internship

hands-on → practical, in the field

trade → occupation

After Reading

6. **Give** three examples from the text of how to get to know yourself.

_____

_____

7. How can speaking up help you find your path?

_____

_____

8. The text mentions making the most of high school. **Explain** in your own words what that means.

_____

_____

STRATEGY REMINDER

Scan the text to quickly find the information you need.

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9. Who should you try to connect with and why, according to the text?

10. What is the value of getting into the workforce, according to the text?

SPEAK OUT

What do you do to "look in," "look out," and "look ahead"?

11. What is one benefit of helping others, according to the text. Do you agree?

12. Do you agree that it is important to find your tribe? Why or why not?

13. Have you made choices in your current courses based on a career? Is this a career you are interested in or that someone else has suggested for you? **Explain** your answer.

14. A mentor is someone you connect with who is willing to share his or her knowledge and expertise. Who would you chose to be your mentor? Why?

15. What is your strategy for making big decisions in life? Do you look for advice from other people or do you generally make decisions on your own?

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3. Right Here, Right Now C3

What is most important to you right now: looking in, looking out or looking ahead? Understanding where you are on your own path will help you analyze another person's path in the final task.

STRATEGY REMINDER

Go back to the reading on pages 7 to 9 and reread the information about the factor you have chosen to help you clarify your thoughts before writing down your ideas.

1. **Choose** which factor is the most important to you right now.

◯ Looking in ◯ Looking out ◯ Looking ahead

2. **Use** the following chart to organize your ideas before you start writing your reflective paragraph.

Why is this factor important at the moment?	
Specific activities I'm doing	
Skills I'm developing	
Character traits I'm developing	

3. In the space below, **write** a short paragraph explaining which factor is the most important to you right now. **Use** information from the chart to illustrate how this factor is influencing your current activities and which skills and character traits you are developing. **Use** at least one gerund and one infinitive in your paragraph. G

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Grammar POINT — Simple Past and Past Continuous

Use the simple past to describe completed actions or past states.
*I **watched** a movie last night.*

Use the past continuous to describe actions in progress in the past.
*I **was listening** to music with my friend.*

A simple past event can interrupt a past continuous event.
*My friend **texted** me while we **were watching** the movie.*

RED FLAG

Review the rubric on page 3 for tips on pronouncing *–ed* endings.

	Simple Past	Past Continuous
Affirmative	Subject + base form of the **main verb** + ***ed*** + rest of the sentence. *The student **interviewed** his teacher.*	Subject + ***was***/***were*** + base form of the **main verb** + ***ing*** + rest of the sentence. *The counsellor **was answering** my questions.*
Negative	Subject + ***did*** + ***not*** + base form of the **main verb** + rest of the sentence. *He **didn't** arrive on time.*	Subject + ***was***/***were*** + ***not*** + base form of the **main verb** + ***ing*** + rest of the sentence. *We **weren't working** on the project.*
Questions	(Question word) ***did*** + subject + base form of the **main verb** + rest of the question? ***Did** you get the job?* *How **did** they **like** the documentary?*	(Question word) ***was***/***were*** + subject + base form of the **main verb** + ***ing*** + rest of the question? ***Were** you **working** last summer?* *Where **was** he **travelling** in August?*

* For the simple past of irregular verbs, see page 242 of the Reference Section.

A. Circle the correct answer.

1. In which sentence is there an interrupted action?
   - **a.** When I arrived, they started to work on the project.
   - **b.** When I arrived, they were working on the project.
2. In which sentence are there two actions in progress at the same time?
   - **a.** Carl left the class when the teacher was correcting our work.
   - **b.** Carl was leaving the class while the teacher was correcting our work.
3. In which sentence did the man arrive before the plane left?
   - **a.** When the man arrived, the plane left.
   - **b.** When the man arrived, the plane was leaving.
4. In the sentences below, **underline** the interrupting action.
   - **a.** I was taking Spanish classes when my family decided to travel to Mexico.
   - **b.** You ate the hors d'œuvres while I was making dinner.
   - **c.** Siena was reading when the doorbell rang.

→ **Go to pages 151 to 161 for more practice and page 151 for access to interactive workshops.**

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4. Our Youth . . . Our Future C2

Listen to real students thinking about the paths they will take after high school. Their choices and comments will help you create interview questions for the final task.

Before Watching

1. **Look** at the list you made in the One-Minute Challenge. **Describe** careers you were interested in when you were younger. **Use** past tenses. G

_____

_____

_____

2. What career are you interested in today? What steps are you taking towards that career?

_____

_____

_____

3. **Match** the vocabulary words to their definitions.

Word		Definition
a. path	_____	**1.** able to be maintained
b. tuition	_____	**2.** irreplaceable
c. to waste	_____	**3.** to follow
d. priceless	_____	**4.** to use or consume thoughtlessly
e. to pursue	_____	**5.** a way or route in a certain direction
f. sustainable	_____	**6.** overpowering; very intense
g. overwhelming	_____	**7.** education costs

LISTENING STRATEGY

Prepare to Listen

Read the title, questions and any other information about the audio or video segment. Learn the new vocabulary. Try to predict what the video will be about. Be ready to take notes about the key points or questions.

SPEAK OUT

With a show of hands, find out how many students in the class have done some "career planning." Ask them to share their planning with the class.

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While Watching

4. DVD **Watch** the video and **write down** the questions that the interviewer asks her classmates.

a. _____

b. _____

c. _____

d. _____

e. _____

5. **Watch** the video a second time. **Complete** the table below. **Write** *NA* if a category is not applicable.

Student	Career choice	Is money important?	Job opportunities
Wissam			
Michael			
Jack			
Rylee			
Miranda			
Martin			

GLOSSARY

let alone for → not to mention
have a clue → have an idea
lacking → missing
staffing → employees
on the rise → increasing
in the long run → over a long period of time
stay with it → be committed to something
transferable → able to transfer to different contexts

After Watching

6. **Read** the following statements. **Check** if you agree or disagree with the student. **Discuss** your answers with a partner explaining your point of view.

Statement	Agree	Disagree
a. Michael thinks that tuition fees and the cost of residence are so expensive that if he changes career paths it would be a huge waste of money.		
b. Miranda isn't concerned about the money spent on school because even if she changes her mind she still has her education to fall back on.		
c. Jack says that if he doesn't like his career he would change jobs because he doesn't want to spend the rest of his life doing something he hates.		
d. Jackie the correspondent thinks that education is priceless.		
e. Jackie concludes that it's important to love your job while maintaining a sustainable career.		

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7. What do you think Amy, the staffing recruiter, means when she says that the passion you have for something can be transferable to different careers? **Give** a concrete example.

8. According to Amy, why is finding your passion the first thing to do?

9. Amy tells Jackie that there are jobs but not enough skills. What are the advantages of developing many skills?

10. **Name** four skills you think Jackie developed while preparing and conducting her interview.

11. How can Jackie's learning experience help other students?

Discuss the following questions with a partner. C1

- Would you consider the jobs on your One-Minute Challenge list to be realistic and practical choices or more fantastical and dreamy? **Explain** your answers.
- What is more important when choosing a career path: money or your passion?
- Do you know someone who has changed careers? Why did he or she change?
- Do you think changing careers is a good thing?

FYI

Job hopping is the new norm. According to a recent study, the average person will be making a career change about five to seven times during their working life.

USEFUL LANGUAGE

- *I'd say that most of the jobs on my list are . . .*
- *Really? I wouldn't say that.*
- *I definitely think that . . . is more important than . . .*
- *Me too.*

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5. Where Are You? C1

Interview two classmates to find out how they see their paths evolving. You will use your interview skills in the final task.

1. For this task, you will be using the questions that were asked in the F.J. Brennan video to interview your classmates. **Copy** the questions you recorded in Step 4 on page 14 into the spaces below.

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

   f. _____

G

2. **Add** at least one more question to the list. It could be about one of the following subjects: interests, passions, skills, talents, concerns. **Use** a gerund or infinitive in your question.

3. **Interview** two classmates. **Take notes** on their responses to your questions.

Classmate 1: _____	Classmate 2: _____

4. In a group, **take turns** reporting on what you learned about your classmates.

USEFUL LANGUAGE

- *Someday, I want to be . . .*
- *I'd say that money is . . .*
- *I don't really know.*
- *I know a number of people who . . .*
- *In my opinion, changing careers . . .*
- *Very interesting.*
- *Thanks for your answers.*

Discuss the following questions with your group. C1

- Were you surprised with what you learned about your classmates?
- Do many classmates have similar goals or is everyone different?
- In general, are your classmates preoccupied with planning their careers?
- Are they concerned with the cost of education and the salaries they want to make?
- What do they think about having multiple careers or staying with one career their whole lives?
- What did you find out that could help you find your path?

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6. Off the Beaten Path C2

Read about three people's career paths. Their stories will help you recognize the crucial turns in your subject's path in the final task.

FYI

"Off the beaten path" means a place where few people go or a path that is not usually taken.

Before Reading

1. **Describe** a memorable experience that taught you something about yourself. What did you learn through this experience? **Use** past tenses. G

2. **Look** back at your list in the One-Minute Challenge. Is there a job that is related to one of your childhood interests? **Explain** your answer.

3. **Match** the vocabulary words to their definitions.

Word		Definition
a. stick with	_____	**1.** the action of providing amusement
b. delight	_____	**2.** unsatisfied
c. give up	_____	**3.** stay committed
d. childhood	_____	**4.** textile used for the fabrication of clothing
e. unfulfilled	_____	**5.** make happy
f. fabrics	_____	**6.** period during which a person is a child
g. entertainment	_____	**7.** stop trying

STRATEGY REMINDER

Look over the After Reading questions before reading. You may have to read the text more than once.

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While Reading

4. **Underline** Allison, Amanda-Rose and André's interests when they were young.

TEXT FEATURES

Career Profile
Topic: personal career path
Language: informal
Purpose: to reflect on a person's career path
Audience: general
Text components:

1) **Introduction** presenting the person and describing his / her job
2) **Body paragraphs** talking about childhood memories and interests, describing significant past experiences, and showing how past experiences have influenced his / her career path
3) **Conclusion**

GLOSSARY

end up → finish
hindsight → retrospect
drama queen → a dramatic, flamboyant person
work out → be successful
elderly → old
flair → style
win over → obtain

Experience Is the Best Teacher

It's likely that you've already learned that real life doesn't always go according to plan. Life is a series of experiences: some good, some bad. Forty years ago, it was normal for young people to start on carefully planned career paths by getting an education, finding a job, and sticking with that job until retirement. Today, however, it is normal to explore. It's common for people to reinvent themselves, to take time off school, to return to school and to change jobs. The job many people **end up** doing is not always what they imagined when they were 15 years old.

With a little **hindsight**, three people look back on their career paths and identify which past experiences were the most significant in helping them to find their way. Here are their stories.

Allison

Allison is a physiotherapist and she manages a senior citizens residence in New York City.

She grew up in a large family with two older siblings and two younger siblings. As the middle child, Allison became the family **drama queen** in an effort to get noticed in the family. In high school, her marks were only average, but she was a star in every theatre production she joined. This continued in CEGEP, where she studied biology because her parents insisted she stay in school. She was so good on stage that her parents eventually agreed to let her leave home and go to acting school in New York City.

After a few years of small roles, low-paying waitressing jobs and performing as a clown at a local hospital, Allison realized that her dream might not **work out**. Still, her experience had taught her that she loved bringing a bit of happiness to the people she worked with.

With the support of her mother, who worked as a geriatric nurse, Allison decided to go back to school and get a degree as a physiotherapist. She appreciated the wisdom of older patients and her first internship was with an agency that placed **elderly** people in retirement homes and long-term care facilities. She eventually went to work at one of these facilities. Her enthusiasm and **flair** helped her to **win over** the trust of patients and their families. She continued her education with a certification course that allowed her to move up to the management level at a retirement home right in the heart of New York City.

One of her biggest initiatives at the facility was the establishment of a theatre program for residents. It is something that delights residents and their families and Allison, too.

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Amanda-Rose

Amanda-Rose is a textile designer. She creates the designs for fashion fabrics, decorative textiles, carpets and wallpapers.

One of Amanda-Rose's favourite childhood activities was colouring pictures. She loved opening a new box of wax crayons and making art. She didn't realize it then but this interest in drawing and colours was the first step on the path towards her future career.

High school started out well. Amanda-Rose was an average student, and her favourite classes were art and history. She had a lot of friends and was involved in many school projects. But her life changed suddenly when her father died in a car accident. At a young age, she had to deal with her own **grief** and also her mother's depression. For the last two years of high school, Amanda-Rose worked part-time trying to save enough money to pay for college. Her grades suffered as a result and she wasn't accepted in the graphic arts program of her choice.

Her mother suggested that she choose another career, one that would pay a better salary. But Amanda-Rose wanted to follow her passion and become an artist, so she decided to take a year off of school to concentrate on her art. During that year she met a fashion designer who loved her work and helped her get a job in a fabric company. She worked as a receptionist and studied graphic arts in the evenings. It **got her foot in the door** and allowed her to do what she wanted: create and design.

Looking back, she is now able to see that even though losing her father was the most difficult experience she could imagine, it changed her personal journey and made her stronger. Through her experiences, Amanda-Rose learned to speak up, to work hard and to never give up.

André

André is a project manager for an interactive entertainment software company. His main task is to work with video game creators, designers, artists, and programmers to ensure that **deadlines** are met and budgets are respected.

When he was young, he loved to play video games. He got his first console at a young age, and continuously upgraded to the latest systems. When he wasn't playing video games, he was at the arena playing hockey.

→ STORY ANTHOLOGY

In the Story Anthology, read "Dream Job" by Marjorie W. Sharmat, which tells of one teen's wild experience at the most boring summer job imaginable.

GLOSSARY

grief → great sadness

got her foot in the door → helped her begin

deadlines → date limits

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André didn't particularly like school but his grades were still fairly good. He excelled in math and on the school's hockey team. He admits that it was hockey that made him get up every morning. His father was an accountant and since numbers were André's **strength** everyone thought that he would follow in his father's footsteps. And when he finally realized that he wasn't going to be a professional hockey player, André studied accounting at university and immediately began working for an accounting firm. Although he loved numbers, as the years passed he realized that something was missing. He still enjoyed hockey and video games in his free time, but long hours working alone left him unfulfilled.

One day he was talking to one of his clients and told him that he was thinking of changing careers. The client happened to work for a video game developer and the rest is history. André's accounting skills, his team spirit and his **long-standing** passion for video games made him stand out from the other candidates. Does he regret his career change? No way!

GLOSSARY

strength → advantage
long-standing → long-term

After Reading

5. For each person, **complete** the following chart with information from the text.

Student	Allison	Amanda-Rose	André
Activities and focus at school			
Skills developed			
Character traits developed			
People who made a difference			

6. How did Allison combine her passion for theatre with her career as a physiotherapist?

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7. What mattered most for Amanda-Rose, her passion or money?

8. How did the painful experience of her father's death help Amanda-Rose grow and discover herself?

9. **Explain** how André's career change allowed him to combine his passion and skills.

10. **Describe** the challenges faced by the three people.

11. **Look** at the skills that were developed by each person. Which of the skills do you think are the most transferable?

Discuss the following questions with a partner, and then **share** your answers with the class. C1

- How much luck was involved in each of the three people's career paths, and how much planning was involved? **Explain** your answer.
- Is experience the best teacher? **Justify** your answer.
- How can a difficult or painful experience help us grow?
- Clues to our personal paths are often found in our childhood dreams. **Give** examples that support this statement.
- "Life isn't about finding yourself, it's about creating yourself!" **Discuss**.

USEFUL LANGUAGE

- *I think that career paths are more about luck than planning.*
- *Really? Why?*
- *In my life, I find that . . .*
- *I don't understand why . . .*
- *Childhood dreams are important because . . .*
- *Yeah, I think you're right.*

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7. Career Path C2 C3

A career profile describes the professional path someone has taken. Choose someone who has followed an interesting path, or who has a job you are interested in, and write a career profile that describes that path.

1. **Choose** one person who you will interview and whose career path you will describe.

   Person: _____

   Current job: _____

2. **Read** the tips for writing a career profile in the box below.

TIPS FOR WRITING A CAREER PROFILE

- Present the person and give a short description of his/her job.
- Write about the person's relevant childhood memories and interests.
- Describe any other influential past experiences.
- Show how his/her past education, skills, character traits, interests, passions and life experiences have influenced his/her career path.
- Conclude with a final thought. Reflect on why this peron's path is interesting or inspiring.

STRATEGY REMINDER

Pay attention to text features in the model profiles on pages 18 to 20.

3. **Use** the following graphic organizer to plan your questions and prepare your interview. **Use** information questions.

Introduction
a. Name: _____
b. Current Job: _____
Body Paragraphs
Reflect on childhood experiences, influential people or family members.
My questions:
1. _____
2. _____
Reflect on focus at school and experiences.
My questions:
1. _____
2. _____

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Reflect on character traits.

My questions:

1. _____

2. _____

Reflect on development of transferable skills.

My questions:

1. _____

2. _____

Conclusion

_____

_____

_____

4. **Conduct** the interview and **take notes** on the person's responses.

5. **Write** a draft of your career profile on a separate sheet of paper. **Refer** to the models on pages 18 to 20. **Use** the simple past and the past continuous, as well as gerunds and infinitives. **Use** vocabulary from the unit.

G

6. **Revise** and **edit** your career profile. **Use** the writing checklist.

7. **Exchange** your text with a partner. **Ask** for feedback.

8. **Write** your final copy. **Integrate** feedback, changes and corrections.

9. **Publish** your work. **Read** and **discuss** your classmates' career profiles.

WRITING CHECKLIST

- ◯ I presented the person and described his/her job.
- ◯ I wrote about his/her childhood memories and interests.
- ◯ I wrote about his/her experiences and showed how they influenced his/her career path.
- ◯ I concluded with a final thought.
- ◯ I checked my work for spelling and punctuation.
- ◯ I used the past tenses, gerunds and infinitives.

FYI

The novel *The Outsiders* has sold over 13 million copies since it was published. It was also made into a successful motion picture directed by Francis Ford Coppola. Actors Patrick Swayze, Tom Cruise, Matt Dillon, Rob Lowe, C. Thomas Howell, Emilio Estevez and Ralph Macchio all starred in the film.

Finding Your Voice C2

One way to find your path is to find your voice. This author was just a teenager when she wrote her groundbreaking novel.

Before Reading

1. Is there a problem that makes you angry or sad enough to motivate you to speak out and fight for the cause? **Explain** your answer.

_____

_____

_____

_____

2. The author of the excerpt you will read expressed herself through her writing. What form of self-expression do you use to speak out? **Explain** your answer.

_____

_____

_____

_____

3. **Write** the synonym from the Word Box next to the corresponding word from the reading. **Use** a dictionary or a thesaurus.

a. horrendous _____

b. mind-boggling _____

c. synchronicities _____

d. coping _____

e. hindsight _____

f. elated _____

g. goofy _____

h. foreign _____

i. happy-go-lucky _____

j. behave _____

Word Box

amazing
coincidences
crazy
different
function
insouciant
retrospect
surviving
terrible
very happy

While Reading

4. As you read, **underline** information that tells you about the character traits of the author and the novel's characters.

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The Outsiders
(excerpt)

By S. E. Hinton

Susan Eloise Hinton is an American writer known for her young-adult novels. The Outsiders, *her first and most popular book, is the story of two rival gangs the Greasers and the Socs. Ponyboy narrates the story. This excerpt includes a letter to readers from the author, and the first pages of the novel.*

Dear Reader,

It is very difficult for me to write about myself, and especially *The Outsiders*, which was written at a horrendous time in my life, was published by a series of mind-boggling synchronicities, and has gone further than any author dares dream. But I'll **give it a shot**.

I wrote *The Outsiders* when I was sixteen years old. Actually I began it when I was fifteen, as a short story about a boy who was **beaten up** on his way home from the movies.

But I didn't just write *The Outsiders*, I lived it. Looking back, I realize how important it was to me to have another life at that time. To be someone else. To deal with problems I had to face, and write my way to some sort of understanding and coping. This is all in hindsight. At the time, I was mad about the social situation in my high school. I desperately wanted something to read that dealt realistically with teenage life.

I knew I was going to be a writer. I love to write. I began in grade school, because I lived to read, and liked the idea of making stories happen the way I wanted them to. By the time I was in high school I had been practicing for years. So I was both elated and not surprised when I received my publishing contract on the day I graduated from high school.

Fans. I receive letters from every state, from dozens of foreign countries. From twelve-year-olds and forty-year-olds. From convicts and policemen, teachers, social workers, and of course, kids. Kids who are living lives like those in *The Outsiders*. Kids who can't imagine living lives like those in *The Outsiders*. Kids who read all the time. Ones who never before finished a book.

The letters saying "I loved the book" are good, the ones that say "I never liked to read before, and now I read all the time" are better, but the ones that say "*The Outsiders* changed my life" and "I read it fifteen years ago and I realize how much it has influenced my life choices" **frankly** scare me. Who am I to change anyone's life? I guess the best reply is "It's the book, not the author" and "It's the message, not the messenger." A lot of the time I feel that *The Outsiders* was meant to be written, and I was chosen to write it. It's certainly done more good than anything I could accomplish on a personal level.

If this sounds like I am overwhelmed by the **decades** of incredible response to what began as a short story I started when I was fifteen years old, well, I guess that's the truth.

Stay Gold.

GLOSSARY

give it a shot → try
beaten up → hit
frankly → honestly
decades → multiples of ten years
Stay Gold → do not change, stay young

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CHAPTER 1

When I stepped out into the **bright** sunlight from the **darkness** of the movie house, I had only two things on my mind: Paul Newman and a ride home.

I had a long walk home and no company, but I usually **lone it** anyway, for no reason except that I like to watch movies **undisturbed** so I can get into them and live them with the actors. When I see a movie with someone it's kind of uncomfortable, like having someone read your book over your shoulder. I'm different that way. I mean, my second-oldest brother, Soda, who is sixteen-going-on-seventeen, never **cracks** a book at all, and my oldest brother, Darrel, who we call Darry, works too long and hard to be interested in a story or drawing a picture, so I'm not like them. And nobody in our gang **digs** movies and books the way I do. For a while there, I thought I was the only person in the world that did. So I loned it.

Soda tries to understand, at least, which is more than Darry does. But then, Soda is different from anybody; he understands everything, almost. Like he's never **hollering** at me all the time the way Darry is, or **treating** me as if I was six instead of fourteen. I love Soda more than I've ever loved anyone, even Mom and Dad. He's always happy-go-lucky and **grinning**, while Darry's hard and firm and rarely grins at all. But then, Darry's gone through a lot in his twenty years, grown up too fast. Sodapop'll never grow up at all. I don't know which way's the best. I'll find out one of these days.

Anyway, I went on walking home, thinking about the movie, and then suddenly wishing I had some company. **Greasers** can't walk alone too much or they'll get jumped, or someone will come by and scream "Greaser!" at them, which doesn't make you feel too hot, if you know what I mean. We **get jumped** by the **Socs**. I'm not sure how you spell it, but it's the abbreviation for the Socials, the **jet set**, the West-side rich kids. It's like the term "greaser," which is used to class all us boys on the East Side.

We're poorer than the Socs and the middle class. I **reckon** we're wilder, too. Not like the Socs, who jump greasers and **wreck** houses and throw beer blasts for **kicks**, and get editorials in the paper for being a public disgrace one day and an asset to society the next. Greasers are almost like hoods; we steal things and drive old **souped-up** cars and hold up gas stations and have a gang fight once in a while. I don't mean I do things like that. Darry would kill me if I got into trouble with the police. Since Mom and Dad were killed in an auto wreck, the three of us get to stay together only as long as we behave. I'm not saying that either Socs or greasers are better; that's just the way things are.

I could have waited to go to the movies until Darry or Sodapop got off work. They would have gone with me, or driven me there, or walked along, although Soda just can't sit still long enough to enjoy a movie and they bore Darry to death. Darry thinks his life is enough without inspecting other people's. Or I could have gotten one of the gang to come along, one of the four boys Darry and Soda and I have grown up with and consider family. We're almost as close as brothers; when you grow up in a **tight-knit** neighborhood like ours you get to know each other real well. If I had thought about it, I could have called Darry and he would have come by on his way home and picked

GLOSSARY

bright → having a lot of light
darkness → blackness
lone it → go alone
undisturbed → calm
cracks → opens
digs → likes
hollering → screaming
treating → acting
grinning → smiling
Greasers → kids who wear their hair long, dress in blue jeans, a T-shirt and leather jacket
get jumped → be attacked
Socs → the socially rich
jet set → the rich and fashionable
reckon → guess
wreck → demolish
kicks → fun
souped-up → transformed to go faster
tight-knit → with strong relationships

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me up, or Two-Bit Mathews—one of our gang—would have come to get me in his car if I had asked him, but sometimes I just don't use my head. It drives my brother Darry nuts when I do stuff like that, 'cause I'm supposed to be smart; I make good grades and have a high IQ and everything, but I don't use my head. Besides, I like walking.

I about decided I didn't like it so much, though, when I spotted that red Corvair **trailing** me. I was almost two blocks from home then, so I started walking a little faster. I had never been jumped, but I had seen Johnny after four Socs got hold of him, and it wasn't pretty. Johnny was scared of his own shadow after that. Johnny was sixteen then.

I knew it wasn't any use though—the fast walking, I mean—even before the Corvair pulled up beside me and five Socs got out. I got pretty scared—I'm kind of small for fourteen even though I have a good build, and those guys were bigger than me. I automatically **hitched** my thumbs in my jeans and **slouched**, wondering if I could get away if I **made a break for it**. [. . .]

GLOSSARY

trailing → following
hitched → attached to
slouched → bent over
made a break for it → tried to run

After Reading

5. How did writing help the author?

_____

_____

6. What comments from her fans scare her? Why?

_____

_____

_____

7. Why do you think the novel is still popular today after 30 years?

_____

_____

8. How can writing or keeping a journal when you are young help you find your path?

_____

_____

_____

EXTRA READING

9. Why did Ponyboy decide to go see a movie alone?

10. **Describe** Ponyboy's relationship with Darry. Why do you think the relationship is like that?

SPEAK OUT

Is there anyone in your class like S.E. Hinton who knows exactly what they want to be when they grow up?

11. Why does Ponyboy love his brother Soda more than anyone else?

12. Why should Greasers not walk alone?

13. **Use** the chart to describe the Greasers and the Socs.

Greasers	Socs

FYI

Foreshadowing is a literary device used by authors to give the reader clues to what is going to happen next in the story.

14. When the excerpt concludes, a confrontation between Ponyboy and the Socs seems inevitable. **Find** examples of foreshadowing in the preceding paragraphs.

15. Do you think Ponyboy can get away from the Socs if he makes a break for it? Why?

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UNIT 2

Bright Ideas

If you've ever held a part-time job, opened a bank account or tried to save your money, you have some financial experience. But can you take your knowledge to the next level? Could you spot a million-dollar idea if it were presented to you?

In this unit, you will:

- **Test** your financial literacy skills.
- **Learn** about different types of teen entrepreneurs.
- **Decide** where to invest your money.
- **Examine** several business ideas and **develop** your own.
- **Practise grammar**: comparatives and superlatives; the future with *will* and *be going to*.

Final Reinvestment Task:

- **Analyze** and **review** a one-in-a-million idea.

How can you change the world with a big idea?

Interactive Workshops

ONE-MINUTE CHALLENGE

Make a list of ways you could make a lot of money.

1. The Meaning of Money C1

Test your financial literacy and knowledge of money by taking this quiz. You'll need to rely on your money smarts to complete the final task.

1. How much do you know about the world of money? **Find** a partner and **work together** to complete the quiz below.

USEFUL LANGUAGE

- *Do you know anything about . . . ?*
- *I'm pretty sure the answer is . . . because . . .*
- *No, that can't be right.*
- *Let's skip this and come back to it later.*

1 point for each correct answer

1. A _____ is a plan for how to spend your money.
a. budget **b.** paycheque **c.** bank statement

2. Which of these words is not a slang term for *money*?
a. bread **b.** bacon **c.** buffalo **d.** dough

3. Which country has the highest number of millionaires?
a. Japan **b.** USA **c.** Germany **d.** Switzerland

4. What is the average age of today's millionaires in the USA?
a. 62 **b.** 52 **c.** 42 **d.** 72

5. A portion of a public company that can be bought or sold is called a:
a. profit **b.** loan **c.** stock **d.** margin

6. *Going bankrupt* means:
a. you have no more money
b. you are heading to the bank
c. you are making millions of dollars

7. **Order** the jobs from lowest paid to highest.
_____ airplane pilot
_____ school principal
_____ mechanical engineer
_____ dentist

8. An *elevator pitch* is:
a. a very short business proposal
b. an elevator sound system
c. the money you win in the lottery

9. A _____ is a special document that certifies that only you can sell a new invention or product.
a. protocol **b.** warranty **c.** patent **d.** guarantee

10. **Match** the items with their approximate costs.

Beverly Hills mansion with indoor pool	_____	**a.** $24 million
Ferrari LaFerrari	_____	**b.** $8 million
Duchess of Tuscany motor yacht	_____	**c.** $1.4 million
Gulfstream G280 private jet	_____	**d.** $49 million

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2. **Correct** your answers together and **determine** which group had the top-scoring quiz. Each correct answer is one point.

Discuss the following questions with a partner, then **share** your answers with the class. C1

- Which question was the most difficult to answer? Why?
- Which response was the most surprising? **Justify** your answer.
- How much do you already know about the world of money? What do you hope to find out?
- What information do you want to remember from this quiz? Why?
- Do you think students should have to take a class on financial literacy as a part of their high school curriculum? Why or why not?

PRONUNCIATION CD

Cardinal numbers (1, 2, 3, 4, 5 . . .) describe quantity.

Ordinal numbers (1st, 2nd, 3rd, 4th, 5th . . .) describe position, rank and dates.

1. Some cardinal numbers sound alike. **Circle** the number that you hear.

   a. 115 150 **b.** 30 13 **c.** 1990 1919 **d.** 16 60 **e.** 370 317

2. **Complete** the sentences with the number that you hear. **Listen** for cardinal and ordinal numbers.

   a. Joey has _____ new clients.
   b. I am ranked _____ overall.
   c. The new product comes out May _____.
   d. The company was founded in _____.
   e. You are the _____ caller; you win!
   f. Kaya had a job at _____.
   g. Her brother was born in _____.
   h. Ahmed sold _____ cakes for the fundraiser.

3. **Listen** to the sentences in Step 2 again and **repeat** each sentence aloud.

4. **Write** four dates that are important to you in the first column. **Use** cardinal and ordinal numbers. **Listen** to and then **write** the dates a partner has chosen in the second column. Then, **switch** roles and **read** your dates out loud. **Check** your answers.

a. _____	_____
b. _____	_____
c. _____	_____
d. _____	_____

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Grammar POINT The Future

Use the future tense to express an action or intention to act in the future.

	Will	*Be Going To*
Use	• To make predictions *At this time next year I **will be** rich.* • To express spontaneous decisions *I **will have** the pasta, not the soup.* • To express a promise or an offer *The bank **will lend** you the money.*	• To make predictions *Monica **is going to be** so jealous!* • To express future plans or intentions *I**'m going to buy** a lottery ticket.*
Affirmative	Subject + ***will*** + base form of the **main verb** + rest of the sentence. *Everyone **will profit** from this plan!*	Subject + ***am/are/is*** + ***going to*** + base form of the **main verb** + rest of the sentence. *You **are** (**'re**) **going to love** my new idea.*
Negative	Subject + ***will*** + ***not*** + base form of the **main verb** + rest of the sentence. *Mike **will not** (**won't**) **waste** his fortune.*	Subject + ***am/are/is*** + ***not*** + ***going to*** + base form of the **main verb** + rest of the sentence. *We **are not** (**aren't**) **going to spend** it.*

A. Decide how Frank will prepare for his job interview. **Complete** the sentences with the affirmative or negative form of the future with *will*. **Use** both negative and affirmative sentences.

1. Frank (*research*) _____ the company.
2. He (*prepare*) _____ a list of questions.
3. Frank (*forget*) _____ to print copies of his CV.
4. He (*wear*) _____ a clean shirt for the interview.
5. Frank (*stay up*) _____ past midnight.

B. Complete the sentences with a prompt from the box. **Use** the future with *be going to*.

save my money for university	invest their money
buy a house with our money	put his money in the bank

1. Jarod _____
2. My cousins _____
3. We _____
4. I _____

→ **Go to page 162 for more practice and access to an interactive workshop.**

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2. Who Wants to Be a Millionaire? C2

There are many different ways to achieve success. Read about how some teenagers used their big ideas to become millionaires. These strategies will be useful in the final task.

Before Reading

1. **Name** someone who is a millionaire: _____

2. How did this person earn his or her money?

_____

_____

3. If you could become a millionaire, how do you think you would do it?

_____

_____

4. **Compare** your answers with your classmates'. How many other strategies for becoming a millionaire can you think of? **Make** a list.
   - _____
   - _____
   - _____
   - _____

5. **Write** sentences about how you and three friends plan to spend your millions. **Use** the future with *will* or *be going to.* G

a. _____

_____

b. _____

_____

c. _____

_____

d. _____

_____

FYI

Currently there are over 320 000 millionaires in Canada, making it #8 in the world. Generally speaking, the number of millionaires is on the rise, but so is the number of people living below the poverty line. This is called income inequality.

While Reading

6. **Read** the text. As you read, **underline** the verbs in the future with *will* and *be going to.* G

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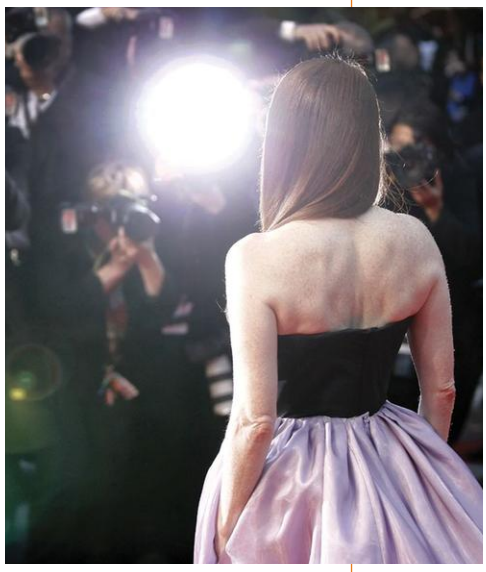
Striking Gold under 20: The Teenage Millionaire

Earning the title of "millionaire" before your 20th birthday can be difficult—but it's been done before! These teen millionaires always make headlines because their stories are so unusual. What is the secret to their success? Although being like them might not be **a walk in the park**, here are a few strategies to try if you want to make it big.

1. Be the Best and Get Discovered

Fact: being really good at something will attract attention. And sometimes, a little attention is all you need to **get the ball rolling**. Teen **standouts** Wayne Gretzky and Sydney Crosby earned themselves top picks for the big leagues after **scouts** noticed their talent on the ice. While still teenagers, both of these superstars had signed contracts with professional NHL teams.



By 10 years old, Taylor Swift was already **turning heads**, singing locally around her home in Pennsylvania. She moved to Nashville at the age of 14 to pursue her singing career and released her first album a few years later. Her dedication to success paid off and she became the youngest songwriter ever hired by Sony Music.

The truth is that only a handful of those top junior hockey players will actually play professionally and only some aspiring songwriters ever become famous. Perseverance and **drive** definitely helped these teen sensations stand out from the crowd.

2. Find a Niche and Fill It

The first step to finding your niche is identifying a need or demand for something very specific. The next step is filling that niche by producing that specialized product no one else makes. Fortune smiles on creative, innovative teens. Two 14-year-old girls who loved fashion shows and exploring fabric stores found their niche when they decided to design their own reasonably priced hair ties and hair bands inspired by those in a popular television show. Five years later, Emily Matson and Julianne Goldmark turned their company Emi-Jay into a multi-million dollar business.

While not technically millionaires yet, many brilliant teens are busy trying to **hit pay dirt** in their own way. Ann Makosinski created a flashlight that is powered by body heat and Jack Andraka is developing a simple and inexpensive test to detect pancreatic cancer. Eesha Khare of California even invented a 20-second phone charger! You can be certain she will find a market for *that* product.

3. Build an App for That

If you spend a lot of time on your computer, tablet or smart phone, chances are you have dreamed of actions you

GLOSSARY

Striking gold → becoming rich

a walk in the park → easy

get the ball rolling → begin

standouts → remarkable people

scouts → people recruiting strong athletes

turning heads → getting noticed

drive → determination

Niche → opportunity to sell a product to a specific group of people

hit pay dirt → discover something of value

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wish it could perform and imagined ways it could improve your life. An idea for a new innovative app could be your ticket to the millionaire club!

Once you have **nailed down** your concept, it is time to move to the development phase. Program the application yourself or ask one of your more technologically-minded friends to help out. If your idea is interesting, you could attract the attention of investors who can help you develop the idea further. Eventually big-name companies like Google and Facebook might be willing to buy your application for millions of dollars.

Success in this form came to a young British entrepreneur named Nick D'Aloisio. His idea, an app called Summly, condenses text into much shorter, more manageable pieces. Yahoo reportedly paid him $30 million for the technology when Nick was just 17 years old!

4. Start Small, Dream Big

If you have a great idea but the money just isn't coming in, don't panic. Get-rich-quick schemes are few and far between, and many fortunes require lots of perseverance and hard work. The take-away: once you've tasted some success, don't give up on it. Reinvest any money you make in your plan and keep going. One path to becoming a millionaire is to have confidence: success often comes to those who are passionate about an idea and have the determination to stick with it, even when **the going gets tough**. Look to Scottish teenager and millionaire Fraser Doherty for inspiration. He began making up **batches** of his grandmother's jam when he was 14 years old. Soon he was making about a thousand jars of jam a week in his parents' kitchen. He eventually left school to make jam full time and borrowed money to cover factory expenses. His company SuperJam now supplies thousands of supermarkets in the United Kingdom, Australia, Korea, Denmark and Poland.

5. Bank on Your Hobbies

With a bit of luck, some good business sense and a lot of hard work, you can make money doing the things you really enjoy. Baking, taking pictures, gardening: if your approach is unique and in demand, it just might be **lucrative** as well. There's even money to be had in the world of competitive computer gaming—otherwise known as e-Sports. Take the game *League of Legends.* It has 67 million players worldwide, and the best players form teams and compete at extravagant events held in stadiums. Thousands of gaming fans attend these competitions where players **have a shot at** cash prizes in the millions.

Jordan Maron, or Captain Sparklez, was so obsessed with the game *MineCraft* that he created his own YouTube channel. Millions of subscribers later, he is worth more than $3 million! So keep an open mind—if you turn your hobby into a business venture, you'll never have to work a day in your life.

6. Win the Lottery

The **timeworn** dream of hitting the jackpot with a weekly lottery ticket is not a reliable way to become a millionaire. However, someone has to be the lucky winner, and one day that person could be you. Some people buy lottery tickets every week and regularly win small to medium prizes.

GLOSSARY

nailed down → defined
the going gets tough → it becomes difficult
batches → quantities of
Bank on → depend upon
lucrative → profitable
have a shot at → have a chance
timeworn → common

→ STORY ANTHOLOGY

In the Story Anthology, read about what happens when a couple thinks they have won the lottery in the short story "The Lottery Ticket" by Anton Chekhov.

GLOSSARY

windfall → an unexpectedly large amount

financially independent → not needing to work

portfolio → collection of investments

Others hardly ever play the game and end up walking away with millions. There is no one strategy for picking the winning number: some players prefer to take their chances on randomly selected numbers and tickets, while others study everything from the stars to the weather and tea leaves. And then there are incredible stories like that of Scottish teenager Jane Park who won one million pounds ($1.9 million CAD) with her very first lottery ticket. How did Jane handle such a large **windfall**? She went on to star in *Teenage Millionaire,* a British documentary about life after her win.

7. Invest

The first rule of finance is: it's never too early to start investing. In fact, the sooner you start, the more money you'll make. When you invest your money, it usually earns interest, which means that it grows. The more interest your money earns, the faster it grows. Basically, if you start saving your money early enough it has more time to grow and multiply all by itself. It sounds like magic, but it's really just about investing your money wisely.

Financial literacy pays off no matter what your age, and mastering the basics as a teenager could have you **financially independent** later in life. Toronto native Brandon Fleisher developed a keen interest in the stock exchange while playing a simulation game in his grade 8 math class. He practised for two years with a virtual **portfolio** before his parents trusted him with $50 000 of their money. The result? He doubled it in just one year!

But before you go running to the stock market, stop to do some research. Not all investments will grow quickly; in fact, sometimes investors must be very patient before they see a return on their investment. Get to know your investment style: do you like to take risks, or are you more conservative? Learn how each type of investment operates. And remember: there's no time like the present!

After Reading

7. According to the text, how does finding a niche work?

_____

_____

_____

8. Many mobile phone apps are free. According to the text, how can you make money from building an app?

_____

_____

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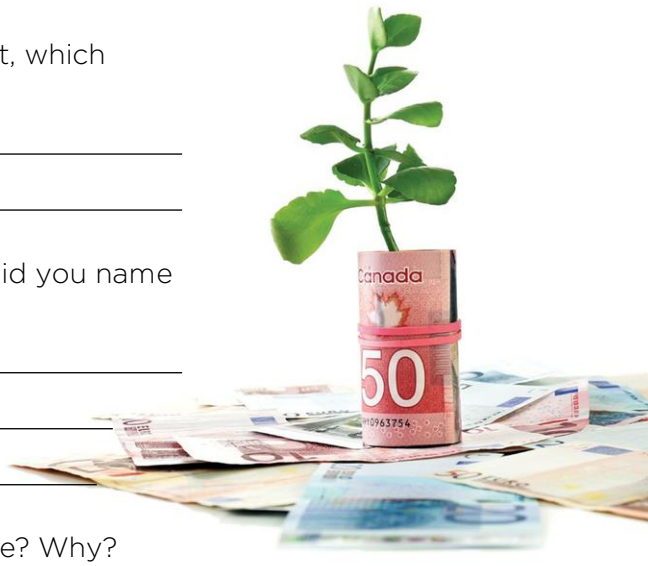
9. Why is it a good idea to start investing your money as soon as possible?

10. Which successful teen from the reading do you think has the most impressive story? Why?

11. **Look** back at your answer to Step 1. According to the text, which million-dollar strategy did this person use?

12. **Review** the list you made in the One-Minute Challenge. Did you name any of the strategies mentioned in the text. Which ones?



13. Which strategy in the text would you be most likely to use? Why?

Discuss the following questions with a partner. C1

- Which of the big ideas mentioned in the text do you find the most interesting? Why?
- Do you know about any other teen millionaires?
- **Name** at least three disadvantages to becoming a teen millionaire.
- Do you think success is more about hard work or about luck? **Justify** your answer.
- Millionaires aren't always famous; famous people aren't always millionaires. Would you rather have the money or the fame? Why?

USEFUL LANGUAGE

- *I really like the strategy for . . .*
- *Really? I don't agree.*
- *One disadvantage to becoming a millionaire is . . .*
- *I'd say that success is more about . . .*
- *That's a good point.*
- *I would definitely rather have . . .*

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VOCABULARY Business English

Familiarize yourself with this business vocabulary in English. You never know when someone might ask you to be a partner in their next **venture**!

GLOSSARY

venture → project

Word Box

CEO
commission
deadline
entrepreneur
loan
pitch
sponsor
target

1. **Read** the sentences and **choose** a synonym from the Word Box for the underlined vocabulary.

a. The limit for the application is March 1st. _____

b. You will earn part of the profit for each sale. _____

c. The investors accepted Eric's business proposal. _____

d. Megan wants to be a businesswoman and open her own restaurant. _____

e. I can't afford to buy a car, so I will ask the bank to give me money that I will repay. _____

f. My father's company is going to finance the uniforms for my soccer team. _____

g. The head of the company will interview you. _____

h. Our objective is to reach high schoolers. _____

2. **Match** the word on the left with its counterpart on the right. Then, **complete** the sentences with the correct word pairs.

a. borrow	_____	**1.** demand
b. hire	_____	**2.** fire
c. supply	_____	**3.** lend
d. profit	_____	**4.** loss

a. My boss is looking to _____ a new accountant because she had to _____ the old one.

b. The money a business makes is called the _____, while the money it spends is considered a _____.

c. I hate to _____ money, but I forgot my wallet at home. Can you _____ me $20?

d. Our _____ of lemons is getting low because the _____ for lemonade is so high!

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3. Portfolio Power C3

What types of companies would you invest in and why? Think about companies you believe in. Put yourself in the shoes of an investor to help choose a winning pitch in the final task.

1. **Think** about three companies whose products or services you could not survive the day without. **Write** down their names.

Company 1	_____
Company 2	_____
Company 3	_____

2. **Find** a partner and **consider** the future prospects for these companies. **Complete** the graphic organizer below. You may need to research the company further.

	Company 1 _____	Company 2 _____	Company 3 _____
How does it make money?			
Does it offer a daily necessity, a luxury or a passing trend?			
Who are its competitors?			
How big is the company (number of employees, years in business, presence in other countries)?			

USEFUL LANGUAGE

- *I think this company definitely . . .*
- *I didn't realize that . . .*
- *What do you think?*
- *I would say the product/ service . . .*
- *Can you look up . . .*
- *Let's compare our choices.*
- *I think you made the better choice.*

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G **3.** **Think** about where each company will be in ten years. **Complete** each prediction using the future with *will*.

Company 1 _____ _____	In ten years, _____ because _____ _____
Company 2 _____ _____	In ten years, _____ because _____ _____
Company 3 _____ _____	In ten years, _____ because _____ _____

G **4.** **Choose** one of the three companies to invest in. **Explain** and **justify** your choice. **Use** the future with *will* or *be going to*.

5. **Compare** your choice with your partner's. Who do you think made a smarter investment?

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4. Humans of New York C2

Some of the best big ideas touch a million lives before they make a million dollars. Your final task big-idea analysis could be one such idea.

Discuss the following questions with a partner. C1

- **Name** a few people you admire who have touched a million lives with their work. How did they do it?
- Do you need to make a personal connection in order to touch someone's life? **Explain** your answer.
- A *philanthropist* is someone who spends his or her money in a socially-conscious manner. When you make a lot of money, do you have a philanthropic duty to fulfill? **Justify** your answer.

Before Watching

1. **List** a few ways that you could positively affect other people's lives.

- _____
- _____
- _____
- _____

2. **Describe** a moment when you remember touching someone else's life. Who was it? What did you do?

_____

_____

_____

3. **Use** context clues to determine the meaning of the underlined words. Then, **identify** the correct synonyms.

a. My mother was laid off last year when her company lost profit.
◯ discharged ◯ promoted ◯ interviewed

b. Henry's business motto is: "a smile is a sale."
◯ decision ◯ partner ◯ slogan

c. We didn't intend to start a global movement: the process began very organically.
◯ quickly ◯ naturally ◯ painfully

d. Before I invest in your business, I would like you to flesh out the basic idea and tell me more.
◯ summarize ◯ critique ◯ elaborate

USEFUL LANGUAGE

- *One person I admire is . . .*
- *I definitely think personal connections . . .*
- *I feel that philanthropy . . .*
- *What about you?*
- *Do you disagree?*

FYI

One of Brandon's subjects was a teenager named Vidal Chastanet. Vidal told Brandon the most inspirational person in his life was his school principal, Ms. Lopez. Brandon learned more about Vidal and Ms. Lopez's school in Brooklyn and used his influence from the success of his book and blog to help raise more than $1 million for students at that school.

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STRATEGY REMINDER

The main ideas of a text are the messages the author wants you to retain. Concentrate on the main ideas as you watch the video. Don't worry if you don't understand every word. Refer to the Listening Strategy box on page 121.

GLOSSARY

bond trader → someone who works in finance
outpouring → large amount
raspy → rough sounding
broader → on a larger scale
inkling → feeling

While Watching

4. DVD **Watch** the video about a man whose innovative idea has touched millions of lives and ultimately made him very successful. **Complete** the graphic organizer below.

Name: _____	**Age:** _____
Occupation: _____	**Work experience:** _____
Personal successes: _____	**Motto:** _____
How he got started: _____	
Advice for others: _____	

After Watching

5. **Explain** what Brandon does based on your understanding of the video.

_____

_____

_____

6. Which of the strategies explained in the reading on page 34 did Brandon use. **Explain** your answer.

_____

_____

_____

7. Why do you think his idea is so popular?

_____

_____

_____

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Grammar POINT — Comparatives and Superlatives

Use comparatives to compare two things. *Ari's idea is **more unique than** Carl's idea.*
Use ***as*** + **adjective** + ***as*** if two things are equal. *Ari's idea is **as unique as** Carl's idea.*
Use superlatives to compare more than two things. *Ari has **the most unique** idea.*

	Comparatives	Superlatives
One-syllable adjectives	Add ***er*** + ***than***. great → ***greater than***	Add ***est*** and place ***the*** before the adjective. great → ***the greatest***
One-syllable adjectives ending with one vowel and a consonant	Double the final consonant and add ***er*** + ***than***. hot → ***hotter than***	Double the final consonant and add ***est***. Place ***the*** before the adjective. hot → ***the hottest***
Two-syllable adjectives ending in *y*	Change the ***y*** to ***i*** and add ***er*** + ***than***. crazy → ***crazier than***	Change the ***y*** to ***i*** and add ***est***. Place ***the*** before the adjective. crazy → ***the craziest***
Most other adjectives with two or more syllables	Add ***more*** or ***less*** before the ***adjective*** + ***than***. powerful → ***more*** / ***less powerful than***	Add ***the most*** or ***the least*** before the ***adjective***. powerful → ***the most*** / ***least powerful***
Irregular	bad → ***worse than*** good → ***better than*** little (amount) → ***less than*** far → ***farther*** / ***further than***	bad → ***the worst*** good → ***the best*** little (amount) → ***the least*** far → ***the farthest*** / ***furthest***

A. Write a sentence to reflect the value indicated in parentheses. **Use** the comparative form of the adjective.

1. (+) Spending / risky / saving _____
2. (=) English / important / math _____
3. (–) A car / expensive / a house _____
4. (=) Gandhi / famous / Bill Gates _____

RED FLAG

We can also use adverbs as comparatives and superlatives.

*He presents **more confidently** in English **than** in French.*

B. Complete the sentences with the superlative form of the adjective in parentheses.

1. Apple is (*successful*) _____ tech company in the world.
2. David Thomson is (*rich*) _____ person in Canada.
3. Budgeting is (*good*) _____ way to keep track of your money.
4. Hard work is (*essential*) _____ part of being successful.

→ **Go to page 207 for more practice and page 205 for access to an interactive workshop.**

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5. Pitch Perfect C2

A business pitch should propose a unique idea that responds to a real need. Read about what makes a successful pitch and use this information as you complete the final task.

Before Reading

G

1. **Think** about some of the companies you interact with on a daily basis. **Write** sentences using the superlative form of the adjective in parentheses.

a. (*cool*) logo: The World Wildlife Fund for Nature (WWF) has the coolest logo.

b. (*unique*) product: _____

_____

c. (*popular*) product: _____

_____

d. (*catchy*) slogan: _____

_____

e. (*expensive*) merchandise: _____

_____

f. (*bad*) customer service: _____

_____

g. (*sad*) commercials: _____

_____

SPEAK OUT

As a class, compare your answers in Step 2. Why are certain components more important than others?

2. **Predict** which elements help to make a pitch successful.

- ◯ your solution to a clearly defined need
- ◯ lots of photos, graphs and charts
- ◯ a prototype or product demonstration
- ◯ a clearly defined money-making strategy
- ◯ a positive attitude
- ◯ your biography and opinions
- ◯ a clearly defined target market

While Reading

3. **Read** the text. As you read:

- **Underline** the need presented by each big idea.
- **Highlight** the way each big idea proposes to address the need.
- **Write** notes and questions you have about each business pitch.

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READING STRATEGY

Synthesize

When you synthesize, you are able to extract essential information from what you have read. To synthesize, take notes and try to summarize the major points, then gather together the major points into a synthesis. You will find the major points in the title and subtitles, questions raised by the author and details that are repeated.

In the Lair: Pitching Big Ideas to Investors

It's called *Money Tigers* in Japan, *Dragons' Den* in Canada and *Shark Tank* in the United States. But despite the different names, the concept is the same: a reality TV show where ordinary people can pitch their business ideas to a panel of investors. If the idea and presentation impress these individuals, they may offer to finance part of the business in exchange for part of the profits. Some of the contestants are looking for an initial investment to help launch their product or service. Others already have a company and hope to raise more **capital** in order to expand their business. Nearly 50% of the on-air proposals find investors among the tigers, dragons and sharks. While there is no one recipe for success, some big ideas have a better chance of attracting investors than others.

How do these potential investors evaluate the business proposals? Here are a few of their tips:

1. **Meet a need**. The best ideas target a particular need and propose a solution. Needs, such as food or clothing, will stick around longer than a passing trend. Although it's possible to be successful with a big idea that represents a luxury, it is much riskier. The best pitches highlight the need they are trying to address and clearly explain their proposed solution.
2. **Target the mass market**. Your big idea should appeal to the maximum number of potential clients in order to see positive growth. It's okay to fill a niche, but make sure there are enough clients to support that niche. For instance, it is easier to sell a product to "long distance runners" than it is to "female long distance runners who live in Alberta."
3. **Don't be silly**. You can look to your hobbies for inspiration, but perhaps you should think twice if your hobby involves playing underwater **freeze-tag**. Your big idea should meet a need that appeals to the masses. Funny, weird business pitches are entertaining but they are unlikely to be really successful and therefore unlikely to result in a deal.
4. **Practice makes perfect**. Before you approach investors, make sure you know what you're going to say. Rehearse your pitch in front of the mirror or with a friend.

With these tips in mind, learn what the expert investors have to say about the big ideas presented on the next few pages.

GLOSSARY

Lair → the home of a wild animal

capital → money

freeze-tag → a children's game where players cannot move once touched

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My Notes:

Need a Hand

Be part of a community revolution; be a bigger part of *your* community.

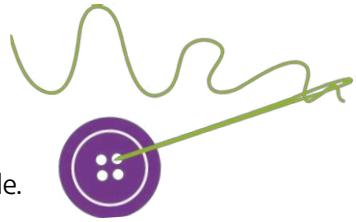
The pitch:

Senior citizens don't have the energy they used to. Teenagers have the energy, and they also need part-time jobs. Need a Hand's consultants help partner senior citizens with local high school students who can do odd jobs for them such as snow shovelling, dog walking and grocery shopping. Becoming involved in Need a Hand is the easiest and most efficient way to find part-time work while teens are still in school. All jobs are posted on the website and are reserved on a first-come, first-serve basis. Need a Hand takes a 5% commission on all services rendered.

From the lair:

Your need is clearly defined, and it is evident how both senior citizens and high school students will benefit from this arrangement. I also like how community-centred this idea is. But I have a hard time imagining how your idea will operate; it is best to come prepared with a product demonstration. In addition, I worry about the scope of your project. At only 5% commission, are there enough odd jobs out there that can make your venture profitable? What are your plans for expansion? It may be difficult to set up consultants in many different communities across the country. This might be the perfect case for *start small, dream big*. I suggest you try operating a small-scale version of your idea in order to test it. I won't invest now, but come back and see me once you have the **kinks** worked out.

Tapestry Me



It's part of your history. And history will never go out of style.

The pitch:

For many teens, high school flies by quicker than you can blink an eye. What if there were a better way to remember it all? Create a tapestry of memories guaranteed to be the most unique item in your closet using squares of fabric taken from your favourite clothing items, team T-shirts, backpacks, sweatshirts, jeans and more. Choose between a tote bag or a duvet cover since these items are clearly the most practical. Tapestry Me products are of the highest quality and are made to last. Order your souvenir item directly from the artisan: a 50% **deposit** is taken and the **balance** is paid upon reception.

TEXT FEATURES

Product Review

Topic: big idea analysis

Language: business professional

Purpose: to give an opinion and support that opinion

Audience: entrepreneurs or investors

Text components:

1) **Title** giving short description plus logo
2) **The pitch:** identify the need and the way the product or service addresses that need
3) **From the lair:** review and analyze the pitch and state why it will or will not be successful

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From the lair:

I can see that you have a clear passion for quilting, and you are trying to turn your hobby into a business. It's true that a personalized item may be the perfect keepsake for a teenager leaving high school. But be careful—I think you are confusing a *need* with a *want*. Your idea might not appeal to everyone. My further concern is with your money-making strategy. If you can only produce one item at a time, this will keep your business small and **inhibit** growth. Your idea will not generate enough profit for an investor's eye. Finally, remember to focus on the customer and not on yourself. What *you* think is practical might not be what most people want. I think you have a good idea, but it might not be the "big" idea you were hoping for. For these reasons, I won't be investing in Tapestry Me.

Potlucky

Dinner ideas will never be a problem again.

The pitch:

For many people, deciding what to make for dinner is a constant source of anxiety. If you are always running low on menu inspiration, Potlucky provides a faster, easier alternative to flipping through cookbooks or checking your dozens of **bookmarked** recipes. Upload your favourite recipes onto our mobile app and create a personalized recipe database. When you access the app, Potlucky will present you with one of the meal ideas selected at random. If that recipe does not appeal to you, simply double tap for a different dinner option. Making pre-meal decisions was never easier! The app has a one-time download fee of $1.99.

From the lair:

This proposal certainly represents a need: we all have to eat dinner, don't we? It also has mass appeal; everyone needs meal ideas regardless of race, gender, religion and ethnicity. I can see its growth potential: in addition to dinner there is always breakfast, lunch, appetizers, desserts . . . the possibilities are endless! With such a low one-time fee, I can predict this app will climb the charts. And if revenue from the download fee isn't enough to cover costs, you can always look into advertising. Once the app has proven its worth, you may even be able to sell the entire product for a small fortune. My only advice is to leave your graphs and charts at home—they are distracting, and I am most concerned with what you have to say. All of my instincts tell me this is a good deal to make. I can offer you $250 000 in exchange for 20% of all future profits.

FYI

In 2015, the mobile app Candy Crush Saga made approximately $800 000 a *day* in advertising revenue.

My Notes:

GLOSSARY

kinks → bugs; problems
deposit → initial payment, usually a percentage of the total
balance → remaining cost
inhibit → restrain; stop
bookmarked → designated as important

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After Reading

4. **Review** the ideas. Then, **check** the appropriate boxes based on what you understood.

a. offers a product	◯ Need a Hand	◯ Tapestry Me	◯ Potlucky
b. offers a service	◯ Need a Hand	◯ Tapestry Me	◯ Potlucky
c. meets a need	◯ Need a Hand	◯ Tapestry Me	◯ Potlucky
d. has the most focused target client base	◯ Need a Hand	◯ Tapestry Me	◯ Potlucky
e. has the widest target client base	◯ Need a Hand	◯ Tapestry Me	◯ Potlucky
f. presents a successful money-making strategy	◯ Need a Hand	◯ Tapestry Me	◯ Potlucky

5. Why is it a good idea to come prepared with a prototype or product demonstration?

_____

_____

_____

6. Which of the strategies for success from the reading on page 34 apply to these big ideas? **Write** all of the strategies that apply.

Need a Hand	_____ _____
Tapestry Me	_____ _____
Potlucky	_____ _____

7. In your opinion, what is the most important piece of advice the expert investors give to the aspiring entrepreneurs? Why?

_____

_____

_____

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6. What's the Big Idea? C1

Come up with some big ideas and pitch them to the class. You will review one of these ideas in the final task.

1. With a group, **brainstorm** three big ideas. **Be creative** and **think outside the box**. **Consider** your daily needs and **imagine** products or services that might meet those needs. **Take** notes below.

Big Ideas

1. _____
2. _____
3. _____

2. As a group, **agree** on one big idea to propose to your classmates. **Identify** the need that it addresses and how it will meet that need.

Big Idea

Need: _____

_____

_____

Your proposed solution: _____

_____

_____

3. **Share** your idea with other groups in the class. **Take notes** on the big ideas of the other groups on a separate sheet of paper. **Use** the chart below as a model for your notebook.

Idea	Need	Solution

4. **Return** to your group and **compare** your notes. **Add** any information to the chart that you may have missed.

5. With your group, **discuss** which ideas seem the most realistic and which seem the least realistic to you. **Discuss** what strategy from the reading on page 34 is behind this idea.

GLOSSARY

think outside the box → think differently or from another perspective

STRATEGY REMINDER

When you are brainstorming, you naturally build on the ideas of others. Listen carefully to what your partners say. It might give you some ideas of your own. Refer to the Useful Language box to get started.

USEFUL LANGUAGE

- *How about a . . . to do . . . ?*
- *That makes me think of . . .*
- *That reminds me . . .*
- *Have you ever needed a . . . ?*

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7. You Be the Judge C2 C3

Pretend you're an investor willing to support a unique business idea. Present the best idea from the speaking task and write a review to analyze this product or service.

STRATEGY REMINDER

Pay attention to text features. See the model product reviews on pages 46 and 47.

1. **Identify** the big idea from the speaking task on page 49 that you think will be the most successful:

_____

2. **Read** the tips for writing a product review in the box below.

TIPS FOR WRITING A PRODUCT REVIEW

- Identify which need this idea is going to address and how it plans to do that.
- Think about the target market: What type of clients will benefit from this idea? Will it appeal to the masses?
- Determine how this idea is going to make money and if it has growth potential.
- Think about which strategy from the reading on page 34 applies to this idea.

3. **Note** that your product review should include two paragraphs. In the first paragraph (the Pitch), you will summarize the big idea. In the second paragraph (From the Lair), you will review and analyze the big idea.

4. **Take notes** below to help you summarize the big idea. **Refer** to your notes from the speaking task on page 49 for help completing the graphic organizer below.

THE PITCH: SUMMARIZE THE BIG IDEA	
What need does this big idea propose to meet?	**How will the big idea meet that need?**
What is the target market?	**How will this big idea make money?**

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5. Now, **reflect** on the big idea and **prepare** your analysis for the product review. **Complete** the graphic organizer below.

FROM THE LAIR: REVIEW AND ANALYZE THE BIG IDEA	
How will this big idea grow as a business?	
What problems might this big idea face as a business?	
Name a few direct competitors and explain this idea's advantages.	
What strategy from the reading on page 34 applies to this idea?	

6. **Write** a draft of your product review. **Separate** your text into two sections: the Pitch and From the Lair. **Refer** to the models on pages 46 and 47. **Use** comparatives and superlatives, the future with *will* and *be going to* and vocabulary from the unit in your writing.

7. **Revise** and **edit** your product review. **Use** the writing checklist.

8. **Exchange** your draft with a partner. **Ask** for feedback.

9. **Write** your final copy. **Integrate** feedback, changes and corrections.

10. **Publish** your work. **Read** and **discuss** your classmates' product review.

WRITING CHECKLIST

- ○ My need and solution clearly indicate what my big idea is about.
- ○ I have decided to invest or not in this big idea and justified my decision.
- ○ The language is simple and clear.
- ○ I checked my spelling and punctuation.
- ○ I used comparative and superlative adjectives and the future with *will* and *be going to* whenever possible.

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Chasing a Dream C2

For some people, earning money is about saving up for something big.

FYI

In the 1950s, you could buy a diner-style cheeseburger, french fries and a milkshake for ¢80.

Before Reading

1. Have you ever had a part-time job? **Describe** what you did.

_____

_____

2. What do you spend your money on? **Consider** things like food, sports, entertainment, etc.

_____

_____

3. **Imagine** saving up your money for something big. What would you do with it?

_____

While Reading

4. **Read** the text. As you read, **underline** the five different business ventures that earn Duddy money to follow his dream.

The Apprenticeship of Duddy Kravitz (excerpt)

By Mordecai Richler

St. Urbain Street, Montreal, 1940s. *Duddy Kravitz doesn't come from wealth, but he has big ambitions. He's never forgotten what his grandfather once said: "A man without land is nobody." Duddy is determined, but land is expensive. By the time he reaches high school he has learned to plan and scheme his way into making money any way he can.*

He got his start in stamps, like so many other boys, by answering an advertisement for salesmen in *Tip Top Comics*. The company, one of many, sent you stamps on approval sheets to be sold. In payment, you got some free stamps, catalogues, and sometimes even a commission.

Unlike the other boys, however, Duddy soon established two fascinating facts about the companies in question. Once you had sold successfully two or three times, making a prompt return of money to the company, you were sent a truly expensive

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kit of approvals to handle. The other fact was that a minor couldn't be sued—certainly not by an American company. So dealing with seven companies he eventually worked each one of them up to the truly expensive approval kit point under a variety of pseudonyms, and then he was never heard from again.

Some of his stamp business profits Duddy invested in the comic book market when, during the war, American ones were hard to come by due to dollar restrictions. (Canadian comics, not even printed in colour, were unreadable.) He bought, at 20 cents apiece, a considerable quantity of **contraband** American comics, and these he rented out for 3 cents a day until glue and scotch tape would no longer hold them together.

[. . .] Other projects, like the hockey stick sideline, were more profitable.

At the age of twelve Duddy discovered that smiling boys with autograph books could get in to hockey practices at the Forum. Getting in to see minor league teams like the Royals was **a cinch**; and, if you were quick or smart enough to hide in the toilet after the Royals had left the ice you could also get to see the Canadiens practise, and those were the years of Lach, Blake, and the great Maurice Richard. While they were on the ice the players' **spare** sticks, kept in a rack against the wall in a gangway leading into the passages out, were guarded by a thirteen-year-old stick boy. Duddy guessed that these sticks, each with a star player's name **stencilled** on it, would be treasured by many a fan. So he worked out a system. Getting another boy [. . .] to come along with him and talk to the stick boy, leading him gently away from the rack, Duddy would then emerge from under a seat, grab as many sticks as he could manage, and run like hell. The sticks **netted** him a tidy profit. But, even though the stick boy was changed from time to time, making further **forays** possible, the business was a risky one. It was only seasonal, too.

Duddy took his first regular job at the age of thirteen in the summer of 1945. He went to work in his Uncle Benjy's dress factory for sixteen dollars a week and here he sat at the end of a long table where twelve French-Canadian girls, wearing flowered housecoats over their dresses, sewed belts in the heat and dust. The belts were passed along to Duddy who turned them righ tside out with a **poker** and dumped them in a cardboard carton.

It was **tedious** work and Duddy took to reversing the black and red and orange belts in an altogether **absent-minded** manner.

[. . .] Uncle Benjy [. . .] did not like Duddy on sight, it's true. The thin **crafty** face, the quick black eyes and the restlessness, the **blackheads** and the oily skin, the perpetual **fidgeting**, the grin so **shrewd** and knowing, all made a bad impression on Uncle Benjy. He was prepared to give Duddy a chance, however, but Duddy went and **loused it up**. Two weeks after he had been transferred to the cutting room he charged into Uncle Benjy's office and told him, "That old geezer in the cutting room, Laroche, is **swiping** lengths of cloth. I saw him."

But Uncle Benjy had looked at him with displeasure.

"What's a matter?"

"I'm not interested."

"He's stealing from you. Jeez, aren't you gonna fire him?"

GLOSSARY

contraband → goods that are brought into a country illegally
a cinch → extremely easy
spare → extra
stencilled → printed
netted → earned
forays → expeditions
poker → piece of metal pointed at the end
tedious → tiresome; boring
absent-minded → preoccupied; distracted
crafty → intelligent
blackheads → small black marks on skin
fidgeting → moving nervously
shrewd → piercing
loused it up → ruined it
swiping → stealing

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"Next time you come in here with a story like that I'll fire you."

[. . .] "Why don't you fire me, Uncle Benjy?"

"I'm not going to fire you because it would hurt your grandfather."

"Is that so?"

"You're some kid, Duddy, some kid, but this much you ought to know. If you ever do anything to hurt your grandfather I'll break every bone in your body beginning with the little fingers."

"How come you care so much? You never even go to visit him any more."

Uncle Benjy pushed his chair back from his desk. "I think you'd better get back to work," he said.

Uncle Benjy, Duddy figured, had humiliated him, and he would remember that.

[. . .] Meanwhile Duddy worked on the weekends and each summer (though never for Uncle Benjy again), and he continued to put money in the bank. For Duddy had never forgotten what his grandfather had said: "A man without land is nobody."

Duddy wanted to be a somebody.

* * *

Duddy found the land he wanted quite by accident.

That summer, the year he graduated from FFHS, he went to work as a waiter in a hotel in the Laurentian mountains. Rubin's Hotel Lac des Sables was in Ste Agathe des Monts and of all the waiters taken on for the summer only Duddy was not a college boy. The others were first and second year McGill boys, none had ever been to FFSH—they came from more prosperous families—and Duddy found it difficult.

[. . .] **Shunned** by the college boy waiters, Duddy began to investigate Ste Agathe on his own when he had time off. [. . .]

* * *

On Wednesday afternoon Duddy met Yvette at one of the rear entrances to the hotel.

"Wow."

Yvette had black hair and large black eyes. A pretty girl even in her maid's uniform, today she wore a straw hat with a wide **brim** and a white linen dress and white shoes.

"C'mon," Duddy said. "I'll get one of the boats."

"No. We're going somewhere special. Another lake."

[. . .] Yvette led him across the railroad tracks again and up the rocky **slope**. They started up a narrow path over the mountain.

"Jeez. I thought we were going swimming."

"You'll see."

[. . .] They came down on the other side of the mountain and walked through a field of corn and a wide, hilly cow pasture. They crossed some disused tracks, hopped from rock to rock over a **swirling** creek, climbed a wooden fence and crawled under a barbed wire one, and entered a thick wood. An hour later they emerged from the woods and started up a gentle green rise.

[. . .] "The lake's right here," she said.

"Wha'?"

Duddy jumped up impatiently, abandoning her on the grass [. . .]. "Where?"

"Go to the top of the hill."

Duddy climbed the rest of the rise. "For Christ's sake," he said. "God."

[. . .] Before him spread a still blue lake and on the other side a forest of pine trees. There was not one house on the lake. Some cows **grazed** on the

GLOSSARY

Shunned → ignored; rejected
brim → the edge around the bottom of a hat
slope → incline of a hill or mountain
swirling → moving quickly in a circular motion
grazed → ate grass

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meadow near the shore and over the next hill there were a cornfield and a silo. There were no other signs of life or ownership or construction.

[. . .] He would have to buy up the surrounding fields with infinite care. **Guile** was required. Otherwise prices would surely sky-rocket overnight. Yvette lit a cigarette for him and Duddy decided where he would put the camp play field. The land there is as flat as a pool table, he thought. It's a natural. His heart began to pound again and he laughed happier than he had ever laughed before.

"What's so funny?"

"Wha'?"

"You were laughing."

Once the land was his, and he would get it if it took him twenty years, he could raise money for construction by incorporating the project and selling shares. He would never surrender control, of course.

"Do you trust me, Yvette?"

"Yes."

"I want to buy this lake."

She didn't laugh.

"I'm going to build a children's camp and a hotel here. I want to make a town. Ste Agathe is getting very crowded and five years from now people will be looking for other places to go."

"That's true."

"A man without land is nobody," he said.

GLOSSARY

Guile → cleverness

After Reading

5. **List** the five ways Duddy earns money to finance his dream. **Highlight** the jobs that were not legal business ventures.

- _____
- _____
- _____
- _____
- _____

6. What does Duddy plan to do with the land he discovers?

_____

_____

_____

_____

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7. **Choose** an after-school job that either you or a friend has had and **compare** it to Duddy's job working in Uncle Benjy's factory.

	Duddy	Today
Age		
Wages		
Job description		

8. In your own words, **explain** what Duddy's grandfather means when he says that a person with land is "a somebody."

9. What do you think drives Duddy to be successful?

Discuss the following questions with a group. C1

- What strategy or strategies from the reading on page 34 does Duddy use?
- Do you think Duddy would be a good buisiness partner? Why or why not?
- What would you need to know about Duddy's plan to build a hotel in order to decide if you would invest in it?
- How likely do you think it is that Duddy will succeed with his big idea? Why?

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UNIT 3

Home and Away

What forces people to leave their homes and move to new lands? Think about what home means to you and imagine how you would feel if you had to leave it. Learn about the challenges and rewards of starting again.

In this unit, you will:

- **Watch** a news report about a group of young refugees.
- **Learn** some facts about Canadian newcomers.
- **Read** immigrant stories from differing perspectives.
- **Write** about your family's roots.
- **Practise grammar:** the passive voice and prepositions.

Final Reinvestment Task:

- **Write** a news article about the immigration experience.

What does home mean to you?

Interactive Workshops

ONE-MINUTE CHALLENGE

Make a list of reasons why a family might move to new home.

1. Make Yourself at Home C1

Home means different things to different people. What does home mean to you?

1. What is your definition of *home*?

_____

_____

2. With a partner, **discuss** the following **quotes** about *home* and **decide** whether their ideas are similar (S) to or different (D) than your definition of home. **Explain** your choice and **be ready** to justify your point of view.

Quotes	S	D
a. Where we love is home—home that our feet may leave, but not our hearts. *Oliver Wendell Holmes, Sr.*		
b. Any old place I can hang my hat is home. *William Jerome*		
c. Home is a **shelter** from storms—all sorts of storms. *William J. Bennett*		
d. The **ache** for home lives in all of us, the safe place where we can go as we are and not be questioned. *Maya Angelou*		
e. Home is where one starts from. *T. S. Eliot*		
f. Home isn't a place, it's a feeling. *Cecelia Ahern*		
g. Home is people. Not a place. If you go back there after the people are gone, then all you can see is what is not there anymore. *Robin Hobb*		
h. You can't go home again. *Thomas Wolfe*		
i. A house is made of walls and **beams**; a home is built with love and dreams. *Unknown*		
j. Home is where the heart is. *Pliny the Elder*		

Discuss the following questions with a partner, and then **share** your answers with the class. C1

- What is the difference between a house and a home?
- When does a house become a home?
- What place do you consider home?
- Can we ever really leave home?
- Not everyone has a home "built with love and dreams." When you build your home, how will you make it a "shelter from storms"?

GLOSSARY

quotes → sentences or phrases said or written by a known person

shelter → place giving protection

ache → feeling of sadness

beams → structural supports

USEFUL LANGUAGE

- *I agree with . . .*
- *I don't feel like this quote is . . .*
- *I think that . . .*
- *I'm not sure I understand . . .*
- *What do you think about . . . ?*
- *For me, a home is . . .*
- *I'd say the difference is . . .*
- *I consider home to be . . .*
- *What about you?*

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Grammar POINT The Passive Voice

Use the passive voice when you want to emphasize the person or thing receiving an action or if you do not want to identify the person or thing doing the action.

	Active Voice	Passive Voice
	Subject + **verb** + object	Subject + ***to be*** + **past participle** of the main verb
Simple Present	*The government **provides** assistance to refugees.*	*Assistance **is provided** by the government to refugees.*
Simple Past	*My father **unlocked** the door.*	*The door **was unlocked** by my father.*
Future	*Iris's school **will welcome** twelve immigrant students.*	*Twelve immigrant students **will be welcomed** by Iris's school.*

In the passive voice, when the doer is identified or important you must put *by* before the subject to indicate who or what is doing the action.
*The application was completed **by** the refugee.*

RED FLAG

Don't forget to use the correct form of the past participle for irregular verbs. See page 242 for a chart.

A. Decide whether the following sentences are in the active or passive voice. **Circle** active (A) or passive (P). **Rewrite** the active sentences in the passive voice.

1. The truck was driven by a soldier. A P

_____

2. Some people speak French in Switzerland. A P

_____

3. The settlers grew potatoes and corn. A P

_____

4. The national anthem was sung at the citizenship ceremony. A P

_____

5. These refugees are persecuted in their homeland. A P

_____

6. The government provided homes for the refugees. A P

_____

→ **Go to page 188 for more practice and access to an interactive workshop.**

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2. Canada: A Cultural Mosaic C2

Canada is the country of choice for many immigrants. These newcomers add to the nation's already rich ethnic and cultural composition. A better understanding of how Canada came to be a country of immigrants will help you complete the final task.

Before Reading

1. What events might make you and your family leave your home? **Take inspiration** from the list you made in the One-Minute Challenge.

2. **List** three reasons why you think someone would move to Canada from another country.

3. Do you think Canada is a country of immigrants? **Explain** your answer.

4. **Read** the scenarios below and **think** about how you would feel in each situation. **List** the positive and negative impacts that each move would have on you personally. **Find** a partner and **discuss** each scenario.

USEFUL LANGUAGE

- *How would you react if . . . ?*
- *What do you think you would do if . . . ?*
- *I'd probably feel very . . .*
- *I wouldn't like it if . . .*
- *I'd prefer to . . .*
- *Maybe we could . . .*
- *It'd be very difficult to . . .*
- *I think I'd probably like to . . .*

Scenario 1 Every spring, your neighbourhood floods and your basement fills with water. Your family decides to move to a new neighbourhood and now you have to share a room with your sibling.	**Impact:**
Scenario 2 Your mother is offered a new job in the middle of the school year and your family moves to Edmonton in December.	**Impact:**
Scenario 3 Your father's brother and his family are facing persecution in another country. They send your two cousins—who are five and eight years old—to live with you in Canada.	**Impact:**

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While Reading

5. As you read, **highlight** the different reasons that cause people to migrate.

Canada: A Country of Immigrants

What are the forces that move people? What causes them to leave their homes and look for new ones? When we ask these questions about Canada's population we remember that Canada is often described as a country of immigrants. More than 95% of Canadians are descendants of people who are not originally from this **land**, that is to say they are not descended from Aboriginal people, the original inhabitants of what we now call Canada.

In **attempting** to answer those questions, we should consider the country's entire population: Aboriginal and non-Aboriginal populations, recent and not-so recent immigrants and their descendants, and even those people who move from one neighbourhood to another or from one side of the country to the other.

Some History

Canada's first **wave** of immigrants arrived over 200 years ago from the early 1600s to 1812. It started with the slow but progressive French **settlement** of Québec and Acadia. Next came the waves of British loyalists **fleeing** the American Revolution, followed by Scottish **highlanders** who came because they were promised land. Another wave came after the War of 1812 between the United States and the then British colony of Canada. This wave included Irish immigrants fleeing the potato famine. These people would have been refugees in our time. Many other Europeans also arrived at this time. As the 20th century **dawned** and war **loomed** in Europe, other European groups **sought** a better life in Canada. Large groups of Italians, Ukrainians, Russians and Hungarians, among others, made Canada's population much more multi-ethnic. Though large groups of Chinese came to work on the Canadian Pacific Railroad, the country's population was still largely of European descent.

Many Canadians are proud of the country's tradition as a country of immigrants, but the truth is that in the early 20th century, there were many restrictions on immigration based on race and religion. During various periods over the past century, Indians, Chinese, Jews and Blacks have been rejected or excluded by Canada's immigration **policies**.

It is only in more recent times that Canada has been more open to visible minorities and proven that it can take in huge amounts of people in times of need. Over a 12-month period between 1956 and 1957, 37 000 Hungarian refugees came to Canada. In the late 1970s over 60 000 Vietnamese boat people arrived. Thousands of refugees from Uganda, Kosovo and other countries have also

STRATEGY REMINDER

Scan the text to quickly find the information you need.

GLOSSARY

land → country
attempting → making an effort
wave → mass arrival
settlement → arrival of people
settlement → colony
fleeing → running away from
highlanders → people from northern Scotland
dawned → began
loomed → was about to happen
sought → searched for
policies → procedures

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sought **refuge** here. The face of Canada has literally been changed by the arrival of South Asian, Chinese, African and Caribbean immigrants.

Aboriginal People

For Aboriginal people, the territory we call Canada is their homeland and they are committed to it. Historically, Aboriginal people were forced onto reservations and their children were sent to **residential schools**. More recently, however, the largely rural Aboriginal populations are being pushed to migrate to urban areas when they are young because of housing **shortages**, increased population, a lack of proper schooling and social services and a lack of jobs on the reserves. Some return regularly to their reserves, while others settle permanently in the city.

Terminology

To better understand the current situation, we need to understand the terminology. To *migrate* simply means to move from one place to another. To *immigrate* is to settle in a new country or region. To *emigrate* is to leave your homeland and settle elsewhere. It can be easier to remember if you think of immigrating as arriving and emigrating as leaving. Someone emigrates *from* somewhere and immigrates *to* somewhere else.

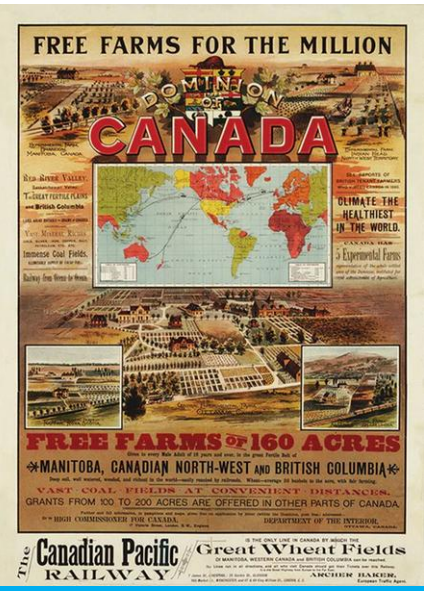
An *immigrant* is someone who enters a country with the intention of living there permanently. The UNHCR (United Nations High Commissioner for Refugees) defines a *refugee* as someone who is persecuted because of their race, religion, nationality, social group or political opinion, and flees their country because their government cannot or will not protect them.

Both migrants and refugees leave their homelands for new places, but they are fundamentally different. *Migrants*, especially economic migrants, *choose* to move in order to improve future prospects for themselves and their families. In Canada, for example, migrant workers from Mexico and Central and South America come during the summer and fall to pick the strawberries, apples and potatoes that are grown on Canadian farms. Refugees, on the other hand, *must* move to save their lives or preserve their freedom. They seek *asylum* in other countries, which means they seek protection from the governments of other countries. This is because they have no protection from their own state.

The UNHCR works to protect and help tens of millions of refugees, finding new homes for many of them. They first make sure refugee **claimants** are eligible. Then, they identify which are the most vulnerable and in need of **resettlement**. These people's stories are verified for inconsistencies. Their file is then referred to one of 28 countries that participate in the resettlement program, including Canada. Canada then verifies the person's file for security purposes.

Currently, immigrants to Canada fall into one of three main categories: refugees (people who are escaping persecution, torture or cruel and unusual punishment); family class (closely **related** persons of Canadian residents living in Canada; both citizens and permanent residents can **sponsor** family members); economic immigrants (**skilled** workers and business people).

Once someone has been **granted** permission to live and work in Canada without any time limit on their stay, they become *permanent residents*. A permanent resident can apply to become a Canadian *citizen* after four years. They


FREE FARMS FOR THE MILLION
DOMINION OF
CANADA
CLIMATE THE HEALTHIEST IN THE WORLD.
FREE FARMS OF 160 ACRES
MANITOBA, CANADIAN NORTH-WEST AND BRITISH COLUMBIA
VAST COAL FIELDS AT CONVENIENT DISTANCES.
GRANTS FROM 100 TO 200 ACRES ARE OFFERED IN OTHER PARTS OF CANADA.
The Canadian Pacific RAILWAY
Great Wheat Fields

GLOSSARY

refuge → protection, shelter

residential schools → government-sponsored religious schools established to assimilate Aboriginal children

shortages → when there is not enough of something

claimants → people applying for refugee status

resettlement → to go and live somewhere else

related → belonging to the same family

sponsor → finance

skilled → qualified

granted → given

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must pass a citizenship test that covers a variety of topics including rights and responsibilities of Canadians and Canada's history, government, politics, justice system, economy and symbols.

The Future of Migration

The major motivating factors of migration and immigration in history have always been war and economics. But what about the future? What forces will cause families to **uproot** themselves and settle somewhere else? War and economics will remain the big factors; experts believe, however, that environmental factors will also become important. They speculate that climate change will increase economic pressures and conflicts as people try to move to habitable areas of the world. Who knows? Maybe future Canadians will look *up* for places to live and take their inspiration from science fiction stories of colonies on Mars . . . Maybe the idea that we might one day have to flee our planet isn't so **farfetched**.

GLOSSARY

uproot → move
farfetched → improbable

After Reading

G

6. **Review** the reasons you highlighted in the text that cause people to migrate. **Write** three sentences in the passive voice that describe why people moved to Canada.

- _____
- _____
- _____

7. Who were Canada's original inhabitants and who were its original immigrants?

_____

_____

8. **List** ten countries or areas mentioned in the text that immigrants to Canada have come from over the years.

_____

_____

_____

9. Why is the rural Aboriginal population being pushed to migrate to urban areas?

_____

_____

FYI

Alexander Graham Bell (inventor of the telephone), The Weeknd (singer), Shad (rapper and radio host), K'naan (singer), Michäelle Jean (former Governor General of Canada), Peter Mansbridge (news anchor), Steve Nash (basketball star) and Rachid Badouri (Québec comedian) are all Canadian immigrants or had immigrant parents.

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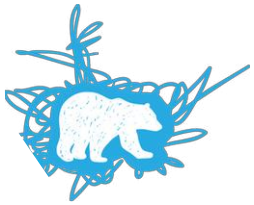
10. How do the words *migrate*, *immigrate* and *emigrate* differ?

11. What is a refugee? **Explain** in your own words.

12. What is the fundamental difference between a migrant and a refugee?



13. What are the three main categories of immigrants in Canada?

14. What role could the environment play in future migration patterns?

15. Honorary citizenship is given by the Canadian government to foreigners of exceptional merit. Some foreigners who have received honorary Canadian citizenship are Nelson Mandela, the current Dalai Lama and Malala Yousafzai. If you could choose a foreigner to give honorary Canadian citizenship to, who would you choose and why?

USEFUL LANGUAGE

- *I think the test should include . . .*
- *Another good question is . . .*
- *I agree with you because . . .*
- *I would like to immigrate to . . . because . . .*
- *How about you?*
- *What do you think about . . . ?*
- *Do you have other examples of . . . ?*

Discuss the following questions with a partner and then **share** your answers with the class. C1

- What kinds of questions do you think the Canadian citizenship test should include? **Decide** on three questions.
- If you could choose a country to immigrate to, which country would you choose and why?
- Do you think future generations could be forced to immigrate to other planets? Why or why not?
- What surprised you the most about this text?
- What do you want to remember from this text?

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VOCABULARY Canadian English

Canadian English is distinct. Our spelling tends to vary between spelling found in the United States and spelling found in the United Kingdom. Canadians also have their own special words and expressions for everyday things.

General spelling rules:

Words like ***centre***, ***theatre*** and ***fibre*** end with *–re* instead of *–er*.
Words like ***civilize***, ***colonize*** and ***organize*** end with *–ize* instead of *–ise*.
Words like ***colour***, ***honour*** and ***favour*** end with *–our* instead of *–or*.
Words like ***travelled***, ***labelled*** and ***counselled*** have two *l*s when in the past tense.

1. With a partner, **think** of two additional words for each rule.

   a. *–re* _____

   b. *–ize* _____

   c. *–our* _____

   d. *–lled* _____

2. **Circle** the correct definitions for the Canadian expressions below.

   a. A **Canuck** is:
   - **1.** a fur hat
   - **2.** a figure skater
   - **3.** a Canadian

   b. **Clicks** are:
   - **1.** moves in a video game
   - **2.** kilometres
   - **3.** exercises

   c. A **double-double** is:
   - **1.** two coffees with cream and sugar
   - **2.** a coffee with two creams and two sugars
   - **3.** a coffee with a doughnut

   d. A **beavertail** is:
   - **1.** a doughnut-like pastry
   - **2.** the end of a hockey stick
   - **3.** a pair of winter boots

   e. A **bunny hug** is:
   - **1.** a child hugging his or her mother
   - **2.** a sweatshirt with a hood
   - **3.** a chocolate Easter bunny

   f. A **parkade** is:
   - **1.** a small park
   - **2.** an amusement park
   - **3.** an underground parking

   g. A **kerfuffle** is:
   - **1.** a cozy blanket
   - **2.** an awkward situation
   - **3.** a swear word

   h. A **toonie** is:
   - **1.** a two dollar coin
   - **2.** a Canadian bird
   - **3.** an old car

   i. A **chesterfield** is:
   - **1.** a sofa
   - **2.** a type of cheese
   - **3.** a farm

   j. A **housecoat** is:
   - **1.** a military garment with your regiment's name
   - **2.** a team uniform
   - **3.** a long jacket to wear over your pyjamas

FYI

In Canada, the recommended spelling authority is a reliable Canadian dictionary, like the *Canadian Oxford Dictionary*. When writing in English, it's important to choose one style of spelling and use it consistently.

STRATEGY REMINDER

Look for opportunities outside of class to hear native English speakers and to practise with them to learn more Canadian expressions.

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Grammar POINT Prepositions

Use prepositions of place, direction and time to describe how things are related to one another.

	Function	Example
at	• Preposition of **place** that indicates being inside or around a destination • Preposition of **time** that indicates a specific time	*They are **at** the airport.* *I have a class **at** 10 a.m.*
near	• Preposition of **place** that indicates being close to something	*The high school is **near** the library.*
in	• Preposition of **place** that indicates being somewhere with boundaries • Preposition of **time** that indicates a particular month or year	*He is **in** Johannesburg.* *My grandmother's birthday is **in** May.*
on	• Preposition of **place** that indicates being supported by a surface • Preposition of **time** that indicates a specific day or date	*The keys are **on** the table.* *We moved here **on** February 18.*
from	• Preposition of **direction** that indicates movement away from a destination • Preposition of **time** (with *to*) that indicates duration	*The letter came **from** Turkey.* *The stores are open **from** 9 a.m. to 5 p.m.*
to	• Preposition of **direction** that indicates movement toward a destination • Preposition of **time** (with *from*) that indicates duration	*We walk **to** school.* *I lived in Europe from 1998 **to** 2001.*

A. Complete the sentences with the prepositions *at*, *near*, *in*, *on*, *from* and *to*.

1. There was no room _____ my suitcase for my favourite books.
2. My house is _____ my grandparents' house.
3. I ran _____ the park _____ the mall in less than 3 minutes.
4. The delicious smell is coming _____ my neighbour's barbecue.
5. They immigrated _____ Canada after the war.
6. In 2003, my family moved _____ Vancouver _____ Drummondville.
7. Caitlin played hockey _____ 10 years.
8. Carl visits his grandparents _____ Sundays.
9. I will meet you _____ the cinema _____ 8 p.m.
10. My sister likes to sit _____ me on the bus.

→ **Go to page 215 for more practice and access to an interactive workshop.**

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3. Your Home and Away Story C3

What are your roots? Tell the story of how your family came to live where it does. Understanding another perspective on family roots will help you complete the final task.

Discuss the following questions with a group. C1

- Did your family arrive in Canada recently or has your family been here for many generations?
- How many times have you and your family moved?
- How close do you live to your extended family?
- Does your family still practise traditions from the countries your ancestors came from? If so, **describe** them.

USEFUL LANGUAGE

- *My family comes from . . .*
- *My . . . arrived in Canada in . . .*
- *We have moved . . . times.*
- *We still celebrate . . . every year.*

1. **Take notes** on how your family came to live in Canada. **Use** the prompts in the chart to help you plan your narrative text.

Who?	
What?	
Where?	
When?	
Why?	

2. **Write** a short paragraph about your family's roots and how your family came to live where you are today. **Use** prepositions and **include** one sentence in the passive voice. G

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4. Immigration Facts C1

People hold different beliefs about immigration, some of which are based on fact and others which are not. Our attitudes and those around us have an impact on how stories are told. You should consider these attitudes in the final task.

USEFUL LANGUAGE

- *What do you think about the first fact?*
- *I think this fact matches . . .*
- *I know many people who . . .*
- *I didn't realize that . . .*
- *I think that's true.*
- *That's surprising.*

1. **Read** the following beliefs about immigrants.

a. Professionals like doctors and teachers who are trained in other countries are not as qualified as Canadian professionals.

b. Immigrants have a negative effect on the Canadian economy.

c. Immigrants do not want to work.

d. Immigrants take away jobs from Canadians.

e. Immigrants bring crime to Canada.

2. The facts below contradict the beliefs you read in Step 1. With a partner, **discuss** the facts and **match** them to the beliefs they contradict.

Belief	Facts
_____	• Immigration policies are designed to attract more skilled workers than any other class of immigrants. • The government tries to attract immigrants in a variety of fields to keep Canada competitive.
_____	• Foreign-trained professionals must have their credentials thoroughly assessed by accredited Canadian assessment bodies.
_____	• Immigrants in Canada have lower overall crime rates than the Canadian-born population.
_____	• New immigrants are three times more likely than Canadian-born workers to be found in low-skilled jobs that are not taken by Canadians.
_____	• One of the reasons why people immigrate is that they want a better life and a better future for their children. • In 2006, 74.6% of all recent immigrants 15 years and older participated in the labour force.

SPEAK OUT

Why do you think immigration is such a controversial subject?

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Discuss the following questions with a group. C1

- Which of the facts surprised you?
- Which of the facts did you already know?
- How much do you think opinions about immigration change from one region to another?
- What impact do you think a person's age, level of education and background have on their opinions about immigration?
- Why do you think Québec and Canada are so desirable to immigrants?

USEFUL LANGUAGE

- *I found it suprising that . . .*
- *Immigration is controversial because . . .*
- *People's opinions are impacted by . . .*
- *Wait a minute.*
- *People are probably attracted to Québec because . . .*

PRONUNCIATION CD

To pronounce words with two or more syllables correctly in English, it is important to put stress on the right syllable. Words from the same family (related to the same root word) are often stressed differently depending on whether they are a noun, verb, adjective, etc.

1. With the help of a dictionary, **circle** the syllable that is stressed in each word.

a. immigrate **b.** migrate **c.** emigrate **d.** immigrant **e.** migrant	**f.** citizen **g.** citizenship	**j.** integrate **k.** integration	**n.** refuge **o.** refugee
	h. persecute **i.** persecution	**l.** history **m.** historical	**p.** resident **q.** reside

2. **Listen** carefully to the pronunciation of these words to verify your answers.
3. **Listen** to the words again and **repeat** each out loud.
4. With a classmate, **think** of other words that are in the same family, like those in Step 1, but that are stressed differently.

_____

_____

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5. Escape to Freedom C2

Listen to the story of how five young refugees escaped from their homeland and how they are adjusting to life in Canada. Their experience will inform your writing in the final task.

Before Watching

1. What do you think are some of the biggest challenges for refugees who arrive in a new country? **List** three challenges.

- _____ • _____ • _____

_____ _____ _____

G **2.** **Replace** the underlined words with a synonym from the Word Box. **Use** a dictionary if needed. Then, **highlight** the prepositions in the sentences.

a. The journey from Myanmar to Canada was dangerous. _____

b. The government helped the young men and many people supported them along the way. _____

c. It is unbelievable that someone can judge another person before they have met them. _____

d. I'm amazed by their eagerness to learn and rise above challenges. _____

e. The Myanmar government was focusing their attention on young men. _____

f. The Myanmar refugees in Kitchener are a closely integrated community. _____

g. Many new immigrants to Canada must begin their lives again. _____

Word Box

awed
boggles my mind
sponsored
start from square one
targeting
tight-knit
treacherous

3. **Read** about Myanmar before you watch the video.

Myanmar (formerly called Burma) is a country in Southeast Asia. It was a British colony until 1948 when it gained its independence. Since then, its many ethnic groups have been involved in one of the world's longest-running civil wars. In 2011, tensions decreased with the release of political prisoners, including Aung San Suu Kyi, who is now an important political figure in the country. The Rohingya Muslim minority are among the most persecuted groups in the country.

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While Watching

4. DVD **Read** the chart below before you watch the video. As you watch, **write** some key words related to the topic. **Complete** as much of the chart as possible.

a. Where the young men are from	
b. Where the young men settled in Canada and their living arrangements	
c. Reason the young men left their homeland	
d. Description of their journey to Canada	
e. Legal status	
f. People who helped them in Canada	
g. Ways people helped them	
h. Hopes for the future	

STRATEGY REMINDER

Remember to write only key words while viewing. Complete your ideas at the end.

GLOSSARY

formerly → previously
on top → in addition
fearful → afraid
surged → increased
fuelled → caused
come to the forefront → receive attention
stretch → make something last for longer

USEFUL LANGUAGE

- *What did you understand?*
- *What did you put for . . . ?*
- *Do you have any answers for . . . ?*
- *I didn't get anything for . . .*
- *I was surprised that . . .*
- *I can't believe that . . .*

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After Watching

5. **Compare** your notes with a group of classmates. **Add** any information to the chart that you may have missed. Then, **watch** the video again.

6. How does their teacher, Lara Shantz, describe the young men?

_____

_____

7. How do the young men describe their teacher and her family?

_____

_____

8. **Name** three challenges that the young men have faced since they arrived in Canada.

_____

_____

_____

9. The words in the Word Box were written on sticky notes on Mohammed's bedroom wall. **Choose** four words and **explain** how each one describes the young men based on what you learned in the video.

a. _____

_____

b. _____

_____

c. _____

_____

d. _____

_____

Word Box

cheerful
integrity
inventive
knowledgeable
powerful
quick
rebellious
responsible
thoughtful

USEFUL LANGUAGE

- *I think the most difficult aspect would be . . .*
- *Me too.*
- *I can't imagine being a refugee.*
- *If my parents were like Lara, my life would be . . .*

Discuss the following questions with a group. C1

- What would be the most difficult aspect for you if you were in a situation like that of these young men?
- What would it be like if one of your parents were involved in the lives of refugees like Lara Shantz is? **Explain** your answer.
- What do you think home means to the young men? To Lara Shantz and her family?

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6. True Lives C2

Individual stories provide perspective that will help you understand what forces someone to move across town or uproot themselves and their families. These examples will guide you when writing your news article in the final task.

Before Reading

1. What kind of assistance or help do you think a newcomer needs and receives?

_____

_____

2. **Complete** the following sentences with words from the Word Box.

a. The refugees arrived in Canada with only a few _____.

b. The family did not own their home and had to pay rent to the _____.

c. The journey from the migrant's homeland to the refugee camp is often _____.

d. The _____ refugees didn't have the basic necessities.

e. The young immigrant was trying desperately to _____ and to feel part of the group.

f. Many new Canadians know the _____ of leaving family members behind.

g. Coming to Canada gave them _____ for the future.

h. For those who have left war-torn countries, they now have a sense of _____.

While Reading

3. As you read, **highlight** the parts of the text that challenge, interest or surprise you.

LISTENING STRATEGY

Engage in Active Reading

Before you read, determine the purpose of the text. Is it to inform, persuade or entertain? Ask yourself what you already know about the subject and try to predict. While you read, reflect on the content and highlight parts that challenge or interest you. After you read, look at the parts you have highlighted. Which parts surprised you? Do you have any questions? Make links to your life.

SPEAK OUT

What stories can you tell about someone who has immigrated to Canada or who has arrived from another part of the province or country?

Word Box

belong
belongings
destitute
heartaches
hope
landlord
safety
treacherous

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Perspectives on Migration

History and statistics can't tell the whole story of immigration and migration. That can only come from individuals who have rebuilt their homes and lives in new places. Whether they chose to move or were forced to ***flee****, whether they were able to bring all of their belongings or came only with the clothes on their back, their stories are unique.*

TEXT FEATURES

News Article
Topic: stories of migration
Language: clear and informative
Purpose: to describe an experience related to immigration
Audience: readers of the news
Text components:
1) **Headline** catching the reader's attention
2) **Lead sentence** saying what the story is about
3) **Facts** about who, what, where, when and why
4) **Concluding sentence**

GLOSSARY

flee → escape
peasants → poor farmers
blight → a plant disease
inedible → not good for eating
unsellable → not able to be sold
Evicted → removed from a property
huge → very big
coffin → box for burying a dead person
crew → people working on a ship

Irish descendants remember

At the time of Ireland's great famine (1845-1850), most of its population were poor **peasants** who rented land from wealthy English landlords. The famine was caused when the potato **blight** left potatoes **inedible** and **unsellable**. Peasants had no food and no money. **Evicted** by landlords, they found themselves with no homes either. The only hope for many was to emigrate to Canada or the United States and this represented the first great migration to North America. In the summer of 1847 alone, 38 000 Irish immigrants arrived in Canada. They continued to arrive in **huge** numbers for years after that, but still one million people died in Ireland. Most Irish immigrants arrived destitute and poor and, sadly, faced intense discrimination during their journeys to Canada and for decades after their arrival.

The voyage from Ireland to Canada was very treacherous and so many people died during the trip that the ships were called "**coffin** ships." One account tells the story of the ship *Hannah* and its passengers. On a windy night in April, 1849, the ship hit ice in the Cabot Strait. The captain and some of his **crew** took the only lifeboat and left the Irish to die on the sinking ship. John Murphy put his six-year-old twin boys on a floating piece of ice, thinking it was safe. He swam off to rescue his three-year-old daughter, but when he turned around his boys had floated away. He lost them forever. The account says that 49 passengers died in the water and 129 were rescued the next day. John Murphy's descendants now live in Newmarket, Ontario.

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Baghdad doctor leaves everything behind

Amani was a doctor in Baghdad until war forced her to flee in 1997. In Baghdad, she had a good life, with a beautiful house and two cars, but when the war started she no longer felt safe, even when she stayed indoors. As a Shia Muslim she was afraid of being attacked. "Life became **hell**," she says.

She came to Canada and was **granted** the status of a refugee. "When I got the status, the feeling of safety and security was wonderful." But the precariousness of her situation quickly caught up with her. As a refugee, she had been given temporary accommodations, but after 28 days she had to find somewhere different to live. She had no idea what to do. She realized that being in Canada meant she would have to start her life over again. Thankfully, a local church group pointed her in the direction of a **resettlement agency**. This organization helped her to find permanent accommodations and understand thegovernment programs that were available to help her. They also directed her to employment centres so that she could find a job.

She was thankful for the financial help she received through government benefit programs but was frustrated that she couldn't work right away. She was a successful doctor in Baghdad but needed to complete some **retraining** and re-certification in order to practise in Canada. It made her even more determined to re-qualify in her profession and begin working as a doctor again.

Young Syrian refugee trying to fit in

Ibrahim and his family have been in Canada for only two months. Heavy fighting forced the family out of Homs, Syria, in 2012, and they spent three years in a refugee camp in Lebanon. As he settles into his new grade ten class, Ibrahim can't wait to be like one of the **locals**. In his case, the locals are the classmates who include Canadians of English, French, Spanish, Peruvian, Bengali and Pakistani origins—kids whose families have been in the country for anywhere from two to two hundred years.

He is observant and quiet so far, surely **reeling** from memories of his old school, home and neighbourhood having been destroyed. He made a few friends on his first day **despite not** speaking a word of English. It seems no interpreters are needed on the basketball court. His family was sponsored by a Calgary church that raised over $30 000 to support Ibrahim and his family for their first year in Canada.

Ibrahim's new school has part-time settlement workers, a community support worker and free medical services. Ibrahim says he dreams of becoming a doctor. His father, Abdul, hopes to find a factory job. His mother, Rima, wants to learn English so she can participate actively in life in their new city. They are ready to belong.

GLOSSARY

hell → extremely difficult

granted → given

resettlement agency → an organization that helps people find a new home

retraining → repeated educational program

locals → inhabitants of a particular area

reeling → experiencing strong emotion

despite not → even though he does not

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Pier 21 volunteers there to help

For fifty years, Pier 21 in Halifax, Nova Scotia, was the first view of Canada for over 1.5 million new Canadians. They were **greeted** by a collection of volunteers from churches, other service organizations and staff from various federal agencies, including immigration officials, who **witnessed** the heartaches and frustrations of these new arrivals.

Reverend J.P.C. Fraser was a Pier 21 volunteer with the United Church in the 1960s. He and his fellow volunteers would prepare small packages that contained eight or ten articles such as soap, towels, toothbrushes, Kleenex, pens, life-savers, colouring books for children, and other things from an **unpredictable** variety of donations. He described one group of Polish immigrants who sought asylum in Canada. They had only the clothes on their backs. The government provided only food and **shelter**, while the United Church Social Workers provided most of the clothing and other essentials. The immigration department was going to send them back to Poland, but Mr. Walter Goodfellow, a prominent lawyer, was so concerned for these men that he took on their case with no guarantee of any remuneration. He eventually won them the privilege of staying in Canada.

→ STORY ANTHOLOGY

In the Story Anthology, read the graphic short story "Red Maple Leaves" by Svetlana Chmakova about a young Russian teen's immigration to Canada.

GLOSSARY

greeted → received
witnessed → saw
unpredictable → uncertain
shelter → a place giving protection
training → education

Community centre provides connections

Vanessa was a volunteer English teacher at the South Asian Women's Community Centre in Montréal for two years. "The centre develops programs to help women from South Asian countries and many other countries gain autonomy and become part of Canadian and Québec society," she says. "The centre even believes that we live on Mohawk territory and actively supports Aboriginal populations, too."

It offers language courses in both English and French. The French courses are part of the government support that is offered to all new immigrants; English courses are offered exclusively by volunteers. Many immigrant women face particular challenges. Some have **training** and skills that guaranteed them a certain standard of living in their countries of origin. Without French or English, however, their options are limited in Canada. Vanessa believes real language progress is made through conversation. These conversations led her to make meaningful connections with her students which enriched all of their lives.

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After Reading

4. **Choose** three news articles from the reading that had the greatest impact on you and **answer** the questions about them in the chart below. **Respond** only to the questions in the chart that are relevant to the story.

	News Stories Chosen		
The 5 W's	**#1** _____	**#2** _____	**#3** _____
Who Who is the story about? Who is helping the person?			
What What challenges did he/she face? What did he/she do to help?			
Where Where did he/she come from? Where does he/she work?			
When When did he/she arrive in Canada? When did he/she get involved?			
Why Why did he/she leave his/her homeland? Why did he/she decide to help?			

Discuss the following questions with a partner, and then **share** your answers with the class. C1

- What do these news articles tell us about human nature?
- What character traits do you think the newcomers in the articles possessed that allowed them to overcome such difficulties?
- How can you help newcomers in your school and in your community? **Give** concrete examples.

USEFUL LANGUAGE

- *This story shows . . .*
- *This person must be very . . .*
- *They will need to be . . .*
- *Their story is sad because . . .*
- *I try to help by . . .*

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7. In the News C2 C3

Write a news article describing the experiences of one of the people in the video *Escape to Freedom*. Complete this person's story with information from the unit. You could describe the experiences of one of the young men or of someone close to them.

1. **Choose** one of the people you encountered in the video for your news article.

_____

2. **Write** questions that are relevant to your subject in the graphic organizer below. **Refer** to Step 4 on page 77 for models of possible questions. **Review** your notes from the two readings and the video.

Who	_____ _____
What	_____ _____
Where	_____ _____
When	_____ _____
Why	_____ _____

STRATEGY REMINDER

Pay attention to text features in the model news articles on pages 74 to 76.

3. **Read** the tips for writing a news article in the box below.

TIPS FOR WRITING A NEWS ARTICLE

- Gather your facts. Consider the 5 Ws: *who*, *what*, *where*, *when* and *why*.
- Write a lead sentence to catch the reader's attention and give the main idea of the story.
- Give the main facts of the article. The most important facts come first.
- Give any additional information.
- Finish with a concluding sentence (restates the main idea or indicates expected future developments).
- Write a catchy headline last.

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4. **Develop** the person's story and **plan** your news article in the graphic organizer below.

Lead sentence	
Facts	
Concluding sentence	
Headline	

5. **Write** a draft of your news article on a separate sheet of paper. **Refer** to the models on pages 74 to 76. **Use** prepositions, the passive voice and vocabulary from the unit in your writing.

6. **Revise** and **edit** your news article. **Use** the writing checklist.

7. **Exchange** your draft with a partner. **Ask** for feedback.

8. **Write** your final copy. **Integrate** feedback, changes and corrections.

9. **Publish** your work. **Read** and **discuss** your classmates' news articles.

WRITING CHECKLIST

- ○ My lead sentence clearly indicates the main idea of the story.
- ○ The language is informative, simple and clear.
- ○ The headline catches the reader's attention.
- ○ My use of prepositions and passive voice is accurate.
- ○ I used vocabulary from the unit.

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From Segregation to Multiculturalism C2

Coming from apartheid-era South Africa to multicultural Toronto presents one young man with some serious culture shock.

FYI

Apartheid means "separateness" in the Afrikaans language of South Africa. It is the name of a system of racial segregation that existed in the country from 1948 to 1994.

→ STORY ANTHOLOGY

In the Story Anthology, read the short story "The Open Window" by Saki about one young man's attempt to meet the locals.

Before Reading

1. Would you consider your school and community to be multicultural? **Name** the different nationalities present in your school and in your community.

_____

_____

2. **Make** a list of all the facts you know about South Africa.

_____

_____

_____

3. **Match** the words from the text to the corresponding definitions.

Word		Definition
a. crowd	_____	**1.** shake uncontrollably from the cold
b. shiver	_____	**2.** airplane passageway
c. stage whisper	_____	**3.** chaos
d. squiggle	_____	**4.** many people
e. tarmac	_____	**5.** mix
f. mayhem	_____	**6.** speak softly but loudly enough for people to hear
g. intermingle	_____	**7.** write with short, curly lines

While Reading

4. The narrator compares his new school in Toronto with his old school in Johannesburg. As you read, **complete** the chart with the ways his old school is different from his new school in Toronto.

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School in Johannesburg	School in Toronto
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____

Tales from the Twilight Zone

By Richard Poplak

I never know where to sit. So I choose the middle. With my shoulders to the wall. It's a technique I learned from an episode of *Miami Vice*, in which hardened cop Sonny Crockett tells partner Ricardo Tubbs that he never sits with his back to the crowd. This way, he can **keep an eye out** for danger, **whip out** his gun, shoot first. "No surprises," says Crockett. This is a man who drives a Ferrari Daytona, lives in a yacht, and keeps an alligator as a pet. I will not argue with his reasoning. So I choose the middle. With my shoulder to the wall.

And I stare at the black girl.

Most of the kids remove their jackets, drop their knapsacks, pull out a notebook. The black girl does the same. The wall is sharp with cold: cold travels into the classroom on thin beams of sunlight. The air quickly turns **stuffy**, but the wall beside me refuses to warm up. Crockett never mentioned this phenomenon to Tubbs, possibly because Miami, like my old hometown, does not share weather with Toronto. Back in Johannesburg, our classrooms would consume the winter sun in large gulps through windows that overlooked playing fields. We were not permitted to keep our blazers on in class, no matter how cold it became. So we would shiver through early-morning classes, waiting for the day to warm up. It always warmed up.

No surprises.

GLOSSARY

keep an eye out → be alert
whip out → take out
stuffy → too warm
lean limbed → thin legs and arms
sternly → strictly
disturbance → perturbation
hip → cool, stylish

* * *

I watch the black girl. She is long and **lean limbed**, and she laughs easily, throwing her head back and closing her eyes. The teacher looks at her **sternly**; she is causing a **disturbance**. The black girl drops her voice and finishes her sentence in a stage whisper. Her hair is arranged in tight braids that cascade over the plastic of her desk and chair. Now she opens her notebook, all business.

I do not reach into my knapsack for a notebook. What we will learn here today means nothing to me. In the old country, it was **hip** to wear our knapsacks low, so that they swung against our butts as we walked. It is →

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not cool to do so here. At home, it was forbidden to **defile** our knapsacks with the names of our favourite bands. Here, this is normal. The black girl's knapsack says SONIC YOUTH. I have never heard of Sonic Youth.

The teacher writes a squiggle of nonsense on the board, his chalk sending puffs of dust into the thick air. He talks, his moustache flapping up and down. I think of an episode of *The Twilight Zone* in which a man wakes up one morning to learn that everyone he knows speaks a language incomprehensible to him. He cannot read street signs, nor can he understand his colleagues, his wife, his young daughter. He is terrified. At the end of the episode, he sits at his daughter's bedside, reading her a story. Tears **well up in** his eyes as he **mumbles** the words in her nursery book. Slowly, he is learning. I guess that this episode was trying to say something positive about **human spirit**.

I go back to staring at the black girl. She has raised her hand and is waving it vigorously in answer to a question I did not hear. I stand up abruptly, knocking my table forward. And I make for the door thinking, *What does this say about the human spirit?*

* * *

[. . .] I am different from your average social **outcast**.

It starts, I am almost sure, with my clothing. I remember the day we bought it. My father drove us along **scorching** tarmac to a mall on the **outskirts** of Johannesburg, in a suburb called Randfontein. Deep inside the mall, toward the service entrance away from the big-name stores, stood a ski shop. This was, **arguably**, the most useless store in the city. It had snowed in Johannesburg only once in fifteen years, a **paltry inch** of **fluff** that buried the dust of the city and transformed all life into a euphoric carnival for the duration of one perfectly white afternoon.

Of cold, I knew only the cold Johannesburg winter mornings that sent me from bed to the heater in order to put on my grey socks, grey school slacks, white button-up shirt, green tie, green blazer with school crest, polished black shoes. The ski store represented another reality. It suggested the mythical land of Canada, where all my friends would be as hip and interesting as the cast of *Fame*, wear leotards as a matter of course, spontaneously **break into** synchronized dance numbers, and smoke unfiltered French cigarettes while reciting the lyrics of "Hotel California."

"This one," I said to the salesperson, picking out a turquoise-on-blue jacket that, in retrospect, looked like something Stalin would wear if he went skiing. My boots too had a dictator-in-the-snow vibe about them. Along with my acid-washed jeans, sweaters that looked like **Smartie upchuck**, and ***Top Gun* haircut**, I was ready for action. That is, assuming we were moving to Yugoslavia.

I'm dressed this way when I **skulk** from the library into the hallway, pushing the rest of my sandwich into my mouth, gazing in wonder at the lunch-hour mayhem. Kids **huddle** together, yelling brightly. There is a **frenzied litter** of cans and wrappers around them; their world is as colourful as that of a Saturday morning cartoon.

And these kids come in different colours. They intermingle and **weave** in and out of one another's lives. They cross paths, shake hands, hug. White hands, yellow hands, black hands. I come from a land of separation. I am a child of apartheid, from a country where no white kid and no black kid have ever shared the hallways of a school together. And down this particular hallway walks the black girl—the one from math class. She looks the other way as I pass her by.

* * *

Her name is Cynthia.

I have never known the name of a black girl my age. I hadn't really considered the possibility that she *had* a name before I heard one of her friends call out to her after math class.

Cynthia.

* * *

GLOSSARY

defile → dirty, write on
well up in → accumulate
mumbles → speaks unclearly
human spirit → ability to adapt, change and learn
outcast → reject
scorching → very hot
outskirts → periphery
arguably → probably
paltry inch → insignificant centimetre
fluff → soft, light snow
break into → start suddenly
Smartie upchuck → expression to describe a mess of colours, like vomit containing Smartie candies
***Top Gun* haircut** → a short military style of haircut worn by the pilots in the movie *Top Gun*
skulk → move secretly
huddle → group
frenzied litter → uncontrolled mess
weave → move

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My removal from the Claude Watson School for the Arts is abrupt. On my seventh day, my mother tells me that everyone agrees it would be best if I transfer to a school closer to home, with an arts program less —as they put it—"outside your realm of experience."

* * *

A week or so later. A small, concrete plaza in a sea of asphalt parking bays. Three of us hidden from the wind in a **maze** of hallways behind the Shoppers Drug Mart, where I am employed part-time. It is my first job. I am to come here twice a week after school, and every Sunday.

"Where," asks the black dude, "on earth did you get that jacket?"

"Nowhere."

This is the first conversation I've ever had with a black person roughly my own age. And I'm not coming out so good.

"Man, that is retro. It's out of *Electric Boogaloo*."

Despite myself, I smile. The black dude, name of Lairie, runs the floor. He is three years older than me, wears a Boston Red Sox cap backwards, and wants to be a rapper. He sort of looks like T.C., the helicopter pilot of *Magnum P.I.*, which makes me like him even if he is being a bit of a **jerk**.

"I lay some **cardboard** down, you'll breakdance for us?" asks Lairie.

"Leave him alone," says a skinny white kid named Ian. "He's fresh off the South African boat. He'll **skin you alive**."

I go red, but Lairie and Ian just laugh.

"Damn," says Lairie, "I better behave."

After work, it snows. Ian insists we go for a coffee. We sit together, and Lairie lectures me on rap. "What you listen to is not real. The Beastie Boys are fine, but they make you feel safe, because you're a **crazed**, **bedsheet-wearing white supremacist**." Ian laughs. "But thing is, you *ain't* safe. You need to **spread** your horizons."

Spread them where? How far? How much do I have to learn in this new place? And at that moment—with movie melodrama timing—Cynthia walks into the coffee shop. She looks down at me, and through me. It's been over a week since I left the school, and she doesn't remember me. She is with an Asian boy. They hold hands.

Suddenly I realize that I am like that man in the *Twilight Zone* episode. I am reading a nursery book and learning **anew**. Lairie is still speaking to me about rap. He hands me a CD. Black Sheep. I take it from him. He extends a hand to shake, and says, "So you'll listen, yeah. We got a deal." His hand feels **rough** in mine, worked.

As we shake, I think I might be getting the hang of the nursery book.

GLOSSARY

maze → labyrinth
jerk → idiot
cardboard → thick, stiff paper
skin you alive → punish you severely
crazed bedsheet-wearing white supremacist → reference to the Ku Klux Klan, white racist extremists who wore sheets over their heads
spread → open, extend
anew → again
rough → not smooth

After Reading

5. Why did the narrator stare at Cynthia?

_____

_____

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SPEAK OUT

Irony is when a situation is unusual or amusing because the opposite of what is expected happens or is true. Describe the irony of this story.

FYI

Toronto is one of the most multicultural cities in the world. There are more than 200 distinct ethnic origins and more than 140 languages and dialects spoken in Toronto.

6. **Describe** in your own words the episode of *The Twilight Zone* that the narrator refers to.

7. In what ways is the narrator in his own episode of *The Twilight Zone*?

8. **Write down** three things the narrator does at the beginning of the story that imply he is not making an effort to fit in.

9. Why does Ian, the guy from work, tell Lairie to leave the narrator alone? Is he being serious?

10. **Compare** the narrator at the end of the story to the man in the *Twilight Zone* episode. How does the narrator feel?

11. We can infer that the narrator is about 15 years old. How do you think age is significant in this immigration story?

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What Would You Do?

UNIT 4

Imagine that you are confronted with an uncomfortable situation, and your reaction could make a difference. What if it required you to move outside your comfort zone? What would you do? What makes you react?

In this unit, you will:

- **Discuss** how you would react in different situations.
- **Consider** one teen's ethical dilemma.
- **Listen** to an expert explain what motivates people to act, or not.
- **Learn** about experiments that psychologists have used to understand human nature.
- **Write** a narrative about a time when you had a difficult choice to make.
- **Practise grammar**: adverbs and conditional sentences.

Final Reinvestment Task:

- **Write** and **present** your own *What Would You Do?* scenario.

What does it take to make you react?

Interactive Workshops

ONE-MINUTE CHALLENGE

Make a list of people who have made a difference in our world.

1. What's Your Style? C1

Your personality definitely affects the way you approach different situations. Take this quiz to learn about your own style of interacting.

1. **Read** the situations and **circle** the answer that is the closest to your typical reaction.

Personality Quiz	
1. If someone older tries to give you advice, you . . . **a.** most likely listen. He or she is older and has more experience. **b.** listen but do what you want to do anyway. **c.** loudly tell him or her to stay out of your business.	**2.** At the store, the cashier gives you back $2 less change than she or he should have. You point out the error but she or he disagrees, so you . . . **a.** probably just forget about it. It's only $2. **b.** politely explain that she or he made an error and ask to see the manager. **c.** get angry and accuse the cashier of trying to **rip** you **off**.
3. In your **household** . . . **a.** your parents make all the decisions. **b.** your parents make most of the decisions but they let you make some, too. **c.** you're definitely in charge. It's your way or the highway!	**4.** If a teacher is **unfair** to another classmate, you . . . **a.** likely mind your own business. You can't change anything. **b.** probably tell him or her to complain. **c.** definitely talk to the teacher yourself.
5. If you have a disagreement with your parents, you . . . **a.** **back down**. It's not worth getting in trouble. **b.** certainly stay calm and explain your point of view. **c.** yell and go to your room and slam the door.	**6.** When your parents ask you to clean your room, you . . . **a.** definitely get it done fast, so you can do something more exciting. **b.** do a bit and then get distracted by what you find under your clothes. **c.** hide the mess in your closet and **call it a day**.
7. You see a couple of big teenagers kicking a dog. You . . . **a.** probably keep walking. It's not your dog. **b.** go into the corner store and ask for help. **c.** definitely yell at the teens to stop or you'll call the police.	**8.** In general, you think that . . . **a.** people need to take care of themselves. **b.** people should help others if it's not too much trouble. **c.** people should always help others.

USEFUL LANGUAGE

- *I would definitely (not) . . . in this situation . . .*
- *I disagree. I would probably (not) . . .*
- *You would surely (not) . . .*
- *Actually, I would (not) react like that because . . .*

GLOSSARY

rip off → steal money
household → home
unfair → unjust
back down → retreat
call it a day → stop doing something

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9. You get a low mark on a test and you think the teacher is being unfair. You . . . **a.** probably complain to your friends at lunchtime. **b.** ask your parents to call the teacher. **c.** definitely ask the teacher to justify the mark after class.	**10.** Your team's goalie goes to a party instead of coming to a game. You . . . **a.** probably roll your eyes and say, "At least he or she finally got invited out!" **b.** ask the coach to bench him or her at the next game. **c.** text the goalie and tell him or her to get over to the game.

2. **Calculate** your score. **Give** yourself one point for each *a* answer, two points for each *b* and three points for each *c*. Then, **read** your profile.

a: x 1 = _____ **b:** x 2 = _____ **c:** x 3 = _____

Total: _____

10–16 points

You don't like to **make waves**. You dislike standing up to people directly. You could be a follower, but you might also just be shy. Think about when being more **assertive** might be a good thing as you work through this unit.

17–23 points

You might stand up for what you think if it's important enough, but you often **go with the flow**. How serious does a situation have to be in order for you to react? Consider this as you work through this unit.

24–30 points

You're an independent thinker and you're not afraid to jump into a difficult situation. Does your assertive approach always serve you well? Reflect on this as you work through this unit.

3. Were there some choices that did not reflect what you would have done? **Compare** and **discuss** your answers to the questions with a group of your classmates.

4. **Choose** two situations from the quiz above that have actually happened to you. **Describe** the event and how you reacted.

a. _____

_____

_____

b. _____

_____

_____

5. **Share** your answers in Step 4 with your group. How closely does your quiz profile describe you? Which parts are true? Which are not true?

GLOSSARY

make waves → be disruptive

assertive → behaving with confidence so people notice you

go with the flow → follow what other people do

USEFUL LANGUAGE

- *The profile fits me well because . . .*
- *The profile doesn't describe me because . . .*

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Grammar POINT Sentence Adverbs

Sentence adverbs modify the whole meaning of sentences. They usually indicate the user's opinion.

Sentence adverbs:

- precede verbs
  *I **definitely** worked hard on that project.*
- follow modals
  *You should **probably** think about it. I will **likely** leave soon.*
- can also go at the beginning or end of sentences
  ***Honestly**, I love dogs. I couldn't find a job, **unfortunately**.*
- follow the verb *to be*
  *He is **actually** a nice guy.*

For the negative form, add *not* or *did not* (*didn't*) after the adverb.
*I would **certainly** not go. He **probably** didn't do his homework. She is **unquestionably** not very nice.*

A. Use a dictionary to find the meaning of the following adverbs.

Adverb	Meaning	Adverb	Meaning
1. actually		**6.** perhaps	
2. certainly		**7.** possibly	
3. definitely		**8.** probably	
4. honestly		**9.** surely	
5. (most) likely		**10.** unquestionably	

B. Use adverbs from the table above to write sentences using the prompts.

1. go to the party (certain)

_____

2. get a job this summer (not sure)

_____

3. audition for the school play (a good chance)

_____

4. start driving lessons soon (almost certain)

_____

5. like getting up early (emphasize this fact)

_____

C. Underline the sentence adverbs used in the quiz on pages 86 and 87.

→ **Go to page 210 for more practice and access to an interactive workshop.**

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2. Sticky Situations C1

You never know when you might suddenly find yourself in a difficult situation. Use inspiration from these situations in the final task.

1. **Read** the situations and contexts below.

READING STRATEGY

Compare

In your discussion, compare the contexts. Explain what makes each context different and how the contexts would change how you think you would react or not react.

2. **Discuss** the following questions with a group of classmates. For each possible reaction, **discuss** the risks and benefits.

What would you do if . . . ?

1. Situation You saw a friend kissing . . . **Context** **a.** the new student at school **b.** your ex **c.** your brother's girlfriend	**2. Situation** You found a wallet and it belonged to . . . **Context** **a.** your ex **b.** the school principal **c.** someone you really disliked
3. Situation You hit and damaged a parked car with your scooter and . . . **Context** **a.** nobody saw you **b.** your younger brother saw you **c.** several people saw you	**4. Situation** Your friend showed you how to hack into the school's computers . . . **Context** **a.** to raise your marks **b.** to lower someone else's marks **c.** to remove all your absences
5. Situation You found a bag full of cash on the ground . . . **Context** **a.** outside a big store **b.** outside the school office **c.** outside a soup kitchen	**6. Situation** A homeless person asks you for money. The person is . . . **Context** **a.** a girl your age **b.** a 35-year-old man **c.** a 70-year-old woman
7. Situation You saw somebody shoplifting and it was . . . **Context** **a.** a homeless person **b.** your friend **c.** your teacher	**8. Situation** You saw a post online that many people from your school were reacting to by writing negative comments. **Context** **a.** It's about your ex. **b.** It's about a friend of yours. **c.** It's about you.

USEFUL LANGUAGE

- *If it were me, I would probably . . . because . . .*
- *In this situation I would . . . , but in this context I would . . .*
- *Why would you do that?*
- *I would . . . but I should probably . . .*
- *Would you react differently if it were . . . ?*
- *The risks/benefits of this reaction would be . . .*

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G

3. Does your reaction change according to the different contexts of each scenario? How? **Use** sentence adverbs to clarify your opinions.

4. Is there a difference between what you would do and what you should do in the different situations? Which ones? **Explain** your answer.

→ STORY ANTHOLOGY

In the Story Anthology, read the story "Hearts and Hands," which demonstrates how kindness can guide a difficult choice.

5. In some scenarios the consequence is someone's safety; in others, it is their embarrassment. Does this difference affect how you react? **Explain** your answer.

PRONUNCIATION CD

Here are some tips to help you correctly pronounce modals and their negative, contracted forms.

- Do not pronounce the letter *l* in *would, should* and *could*. They sound like *wood, shood* and *cood*.
- Sometimes in everyday speech *wouldn't, shouldn't* and *couldn't* sound like *wooden, shooden* or *cooden*.
- If you are pronouncing the *t* correctly, you should feel your tongue release behind your teeth, and the sound should stop abruptly. **Say** *wouldn't, couldn't, shouldn't* slowly and **pay attention** to how it feels in your mouth.

1. **Listen** to each word and **repeat** it out loud after the speaker.
   - **a.** would
   - **b.** should
   - **c.** could
   - **d.** wouldn't
   - **e.** shouldn't
   - **f.** couldn't

2. **Listen** to the sentences and **circle** the word you hear in each case.
   - **a.** would wouldn't
   - **b.** should shouldn't
   - **c.** would wouldn't
   - **d.** could couldn't
   - **e.** could couldn't
   - **f.** could couldn't
   - **g.** should shouldn't
   - **h.** would wouldn't
   - **i.** should shouldn't

3. **Read** the sentences out loud. Then, **listen** to the recording to verify your pronunciation and **repeat** them after the speaker. **Be careful** not to over-emphasize the negative forms.
   - **a.** I wouldn't go to the show if I were you.
   - **b.** He could help me if he wanted to.
   - **c.** You shouldn't stop working so hard.
   - **d.** He should do that himself.
   - **e.** I couldn't help him.
   - **f.** I would leave if I were you.
   - **g.** I wouldn't leave without him.
   - **h.** You couldn't help me.
   - **i.** I shouldn't be doing this.

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3. What *Did* You Do? C3

Write a short narrative about a time when you had to decide whether to act, or not. Your past choices will help you decide what to write about in the final task.

STRATEGY REMINDER

If you plan by making notes before you write, you will not forget any elements and your text will be clearer.

1. **Think about** a time when you had to decide whether to act or speak up. If you need ideas, **look** at the sticky situations in Task 2 on page 89.

2. **Take notes** in the chart below about your experience.

Situation	
Context	
How I acted	
Risks	
Benefits	

3. **Write** your narrative. **Explain** the situation, the context and how you acted. Then, **explain** the risks and the benefits of your choice. **Include** the sentence adverbs you learned about on page 88.

G

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Grammar POINT Unreal Conditional Sentences

Use unreal conditional sentences to express conditions that are not true or are improbable, and the results of those conditions. They have two parts:

- The *if*-clause describes the condition.
- The main clause describes what would happen as a result (in the conditional).

***If*-Clause: *If* + verb in the simple past,**	**Main Clause: modal + base form of the verb.**
If I found a cellphone,	*I would take it to the office.*
If you saw someone carrying something heavy,	*you could offer to help them.*
If your friend told you to steal something,	*you should say no.*

To form questions with unreal conditionals, follow one of these word orders:

What would you do if you saw someone hit a dog?

If you saw someone hit a dog, what would you do?

RED FLAG

When using *to be* in unreal conditional sentences, use *were*.

If I were you . . .

If she were here . . .

A. Write unreal conditional sentences about what you *could* do, *would* do or *should* do for some of the sticky situations on page 89. **Include** some sentence adverbs that you learned on page 88.

1. see someone vandalizing the school

_____

_____

2. see a friend kissing your ex

_____

_____

3. find a bag of cash on the ground

_____

_____

4. find the principal's wallet

_____

_____

5. hit a parked car with your scooter

_____

_____

→ **Go to page 179 for more practice and page 174 for access to an interactive workshop.**

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4. In the Heat of the Moment C2

Sometimes the excitement of being in a crowd makes you do things you normally wouldn't do. Read about one teen's dilemma. You will write about a dilemma like this in the final task.

Before Reading

1. Do you know of any events where a crowd got out of control? What happened?

_____

_____

While Reading

2. **Read** the narrative and **underline** what happened during the riots.

GLOSSARY

blast → fun time
gear → equipment

The Vancouver Hockey Riots

What could be more exciting than watching a Stanley Cup playoff game with thousands of screaming fans? I was in Vancouver during the Stanley Cup playoffs a few years ago. I was in the city, visiting my cousins, Adam and Chris. We heard that there was a big party downtown with screens outside to watch game seven, so we decided to go. Little did we know what was about to happen.

At first, the outdoor party was a **blast**! There were thousands of people there of all ages. The police were cool—they were giving high fives to the fans and everybody was having a great time. Unfortunately, the hockey game wasn't going as well, though. The Canucks were losing. As the end of the game neared, some people started leaving. Then we saw a plume of smoke rise up from down the street. At first we thought maybe it was from fireworks, but we heard angry people shouting and we saw a car burst into flames. Suddenly there were police in riot **gear** with a very different attitude. We all started moving down the street to see what was going on.

Some people were fighting and tipping over cars and then suddenly, they were breaking store windows, including The Bay, Chapters and Future Shop. People were grabbing whatever they could from the stores and running away. Other people were shouting at them to stop. My cousins and I found ourselves in front of the electronics store. Its windows were broken. Suddenly my cousin Adam ran inside to see what he could grab. I hesitated, and then . . .

TEXT FEATURES

Scenario
Topic: What would you do?
Language: descriptive
Purpose: to inform and provoke reflection
Audience: teenagers and adults
Text components:
1) **Title**
2) **Setting** (time, place, mood)
3) **Rising action**
4) **Climax** (high point of action)
5) **Resolutions** to the conflict or problem

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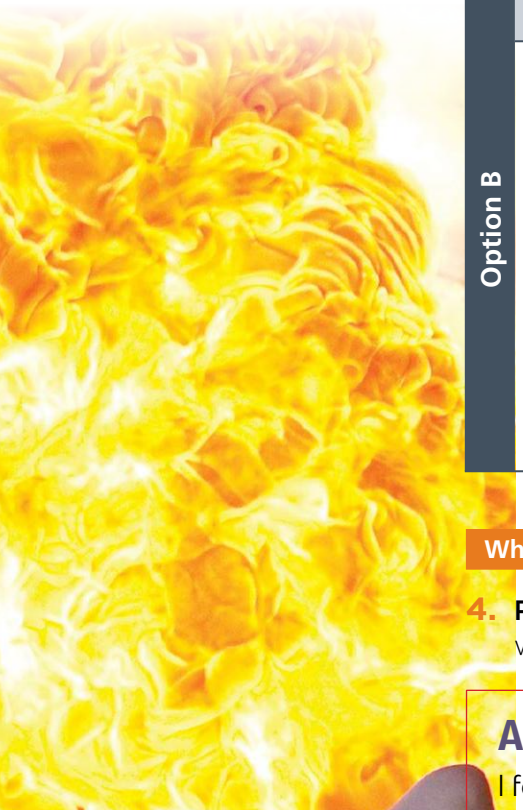
After Reading

G

3. **Name** two things that you could do in this situation. **Complete** the following chart with the pros and cons of each option.

Option A	I could . . .	Pros	Cons

Option B	I could . . .	Pros	Cons



While Reading

4. **Read** the following endings to the story. **Complete** the following chart with the benefits and risks of each one.

A

I followed Adam into the store. It was dark and smoke was coming in from the burning cars outside. It was surreal. I grabbed a few boxes and some video games and ran outside. My hands were shaking but it was exciting! Some people were taking pictures and video on their cellphones. I was excited to get the free stuff, but a few days later, my picture **showed up** on a web page the Vancouver police department was using to identify the rioters. Someone had identified me. I had to appear in court and face the judge. Now I'm on probation.

GLOSSARY

showed up → appeared

perpetrators → people responsible for something bad

peer pressure → influence from friends

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B

I yelled at him. Chris and I grabbed him and pulled him back. At first he was angry at me but then his head seemed to clear and he understood what was going on. We ran back into the street and took pictures of what was happening on our cellphones. Later we learned that the damage costs were in the millions of dollars and that the police were using social media to catch rioters. Our pictures even helped them catch one of the **perpetrators**. We were really glad that we stayed out of it.

Ending	Benefits	Risks
A	• _____ • _____	• _____ • _____
B	• _____ • _____	• _____ • _____

After Reading

5. For which ending do you think the benefits are more important than the risks?

_____

_____

6. Which ending was similar to what you would do in this situation?

_____

_____

Discuss the following questions with a group. C1

- If you could be sure you would not get caught, would you be more likely to choose Ending A? **Explain** your answer.
- **Imagine** a good friend tried to persuade you to participate in something illegal like a riot. How would you deal with the **peer pressure**?
- If you had clear photos of participants of a riot, would you turn them over to the police? **Explain** your answer.
- Do you think that people who participated in the riot in a violent or destructive way have acted similarly at other times in their lives? **Explain** your answer.

SPEAK OUT

Does your choice of ending match what you learned about yourself in the Warm-Up on page 86?

USEFUL LANGUAGE

- *If I could be sure I wouldn't get caught, I . . .*
- *Really? That surprises me.*
- *I feel that people who took part in the riot . . .*
- *Yes, but have you considered that . . .*

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VOCABULARY

Part of the Herd

Here are some words and expressions to help us talk about leading and following a group.

Word Box

conform
conformist
crowd
follow
follower
go against the flow
go with the flow
herd
in step
lone wolf
mob
non-conformist
out of step

1. **Read** the vocabulary in the Word Box. **Look up** the meaning of any unknown words in the dictionary.

2. **Complete** the graphic organizer using the words and expressions from the Word Box.

Means you follow the group	Means you do not follow the group
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Groups
_____
_____
_____

3. **Complete** the sentences with words or expressions from the Word Box.

   a. A _____ will be out of step with what everyone else is doing.

   b. It takes a lot of courage to _____.

   c. Most teens like to _____ with what their friends are doing.

   d. Nobody likes to be considered a _____, but most of us act the same way as other people in our social circle.

   e. When we're part of a _____, it's easier to do things we wouldn't normally do.

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5. How Mob Mentality Gets Worse Online C2

It's easy to follow the herd when you're behind your electronic device. You could write about a virtual situation like these in the final task.

Before Watching

1. Why do you think people react more strongly online than they might in real life?

_____

_____

2. **Read** the definition below and **answer** the question.

> **De-individualization** happens when people in groups lose some of their own self-awareness and self-restraint. They feel anonymous. People in groups may do things they normally would not because they feel less responsible for their actions and less like an individual: they are de-individualized.

On pages 93 to 95, you read about Adam's actions during the Vancouver hockey riots. What shows that he felt de-individualized?

_____

_____

3. These words and expressions have similar meanings. **Match** them to their definitions.

Word		Definition
a. get on the bandwagon	_____	**1.** a group of people, often disorderly
b. herd mentality	_____	**2.** do what everyone else is doing
c. mob	_____	**3.** the feeling that you have to do what everyone else is doing
d. social pressure	_____	**4.** an attitude that encourages following what a group is doing

4. **Complete** the text below using the words from Step 3.

Sometimes, when people are part of a _____, they feel _____ to _____ and do what everyone else is doing, even if what the group is doing is something they would not normally agree with. This is called _____.

GLOSSARY

pack → group of animals
witch trials → legal inquiries against people using magic
freaked → got very upset
overrun → infested
big-game → large wild animals
pitchfork-wielding → aggressive, accusatory
belong → be part of
road rage → anger when driving
convertible → car with folding top
tinted → dark
rung → step of a ladder

STRATEGY REMINDER

Activate your prior knowledge about how people behave online before watching the video clip. Thinking about what you already know will help you understand the ideas more easily.

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While Watching

5. DVD Before watching the video, **read** the following statements. As you watch the video, **indicate** whether they are true or false.

Statement	True	False
a. People generally don't care if they're accepted by a group or not.		
b. In a crowd, you feel less inhibitions and restraint.		
c. We feel de-individualized at concerts and sporting events.		
d. People in convertibles feel more de-individualized than people in regular cars.		
e. People will click "like" if they see that other people have also clicked "like."		
f. Being on the bandwagon makes you feel like part of a group.		
g. 95% of people don't really care about an issue they react to online.		

After Watching

6. What should you ask yourself before you write a comment online?

- ◯ Does this add something to the discussion?
- ◯ Does this add a new perspective?
- ◯ Does this make me feel like I belong?
- ◯ Does this add new information?
- ◯ Does this add a solution?
- ◯ Does this agree with what everyone else is saying?

7. Why do people follow the herd?

_____

_____

8. Have you ever raged online and regretted it later? **Explain** your answer.

_____

_____

USEFUL LANGUAGE

- *I think it means that . . .*
- *I think so too.*
- *I've witnessed herd mentality . . .*
- *One positive aspect of herd mentality is . . .*
- *Really? I would say that's negative.*

Discuss the following questions with a group. C1

- "If everyone is thinking alike, then someone isn't thinking." What does this mean?
- How can people in cars and people behind computers feel de-individualized?
- What examples of herd mentality have you observed?
- How can herd mentality be positive? How can it be negative?
- Do you always think before following what a group is doing?

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6. Under What Circumstances? C2

Psychologists have performed some interesting experiments to see how people react in certain situations. Sometimes the results are surprising. Understanding the results will help you in the final task.

Before Reading

1. Why do you think people do not act in difficult situations? **Explain** your answer.

_____

_____

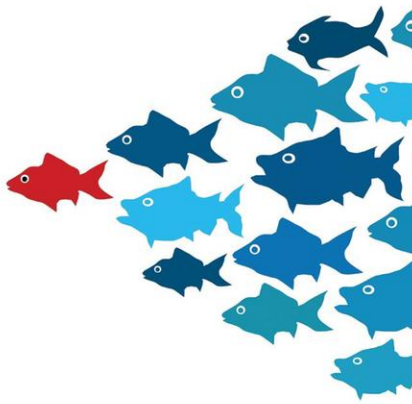
2. **Read** the three situations below. **Write** how you think you would react in each of them. **Use** the unreal conditional. Then, **discuss** your reactions with your classmates.

G

Situation	Your Reaction
a. You are participating in an experiment in which you have to give a strong electric shock to someone each time he makes a mistake. The shocks are getting dangerous, but the experimenter tells you that you must continue.	_____
b. You are in a group of strangers and have to give your opinion. Your opinion is different from everyone else's.	_____
c. You are at an audition for a reality TV show. The other participants are all being unkind to someone who does not have nice clothes. It is important that this group like you for you to get on the show.	_____

USEFUL LANGUAGE

- *If I were in that situation . . .*
- *Would you do that?*
- *What would you do if that were you?*



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While Reading

3. As you read the article:
   - **Highlight** and put a **!** beside information that surprises you.
   - **Highlight** and put a ✓ beside information that does not surprise you.
   - After reading, **compare** what you highlighted with a classmate.

Ask an Expert: Dr. Andrea Kassim

STRATEGY REMINDER

When you take notes, write key words and ideas, not complete sentences.

If we find ourselves in a situation where we might need to take action or speak up, the bottom line is that we think about ourselves first. If we decide we're too busy or in too much of a hurry, then we might not help. If helping will affect our own self-interest, then we might justify inaction and walk on by. In the case of speaking up, we might not want to take the risk of looking foolish in front of a group, especially if everyone else seems to have the opposite opinion from yours.

It can also be that if other people are around, we might not help because we figure someone else will do it. There are many cases where many people were present during an incident but nobody did anything. They all told themselves that someone else would help. And sadly, no one did anything to help the victim.

Another sad fact is that if a person who needs help looks different from us, we are less inclined to help them. Maybe they have different clothes, a different skin colour, or a different age. Not surprisingly, an attractive person is more likely to get help.

We also have a tendency to make up reasons that explain why the person is in trouble—like they did something to bring it on. That way, if we decide it's the person's own fault, we give ourselves a reason for not helping them.

Finally, sometimes our excuse for not acting is because we've been told not to. Maybe it's a rule, or maybe someone in authority has told us how to act.

Still, people do help other people. Everyone has the potential to be caring, just like everyone has the potential to be aggressive or violent. If we have experiences of helping others growing up, we're more likely to help others later in life. Our self-confidence plays the greatest role of all. When faced with a situation in which we might have to speak up or go against the crowd, it takes a lot of confidence to risk looking foolish in front of a group. It usually gets easier as you get older!

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CASE 1 The Milgram Obedience Study

In the 1960s, psychologist Stanley Milgram did a research study which became very famous. He recruited forty male volunteer research **subjects** and told them that they were participating in a study about the effects of punishment on learning. In fact, the real study was to see if the subjects would continue inflicting pain and suffering on another human being just because they were told to do so. He wanted to see if the subjects would perform an act that conflicted with their conscience. During the experiment, each subject was given the role of teacher. The "teacher" was told that his task was to help another subject learn a list of words. The "learner" was **strapped** to a chair and was wearing an electrode. Each time the learner made a mistake, the teacher had to give him an electric shock by flipping a switch. The teacher was told to increase the shock level each time the learner made a mistake, until a dangerous shock level was reached. The machine clearly indicated that the levels of electricity were dangerous. In reality, the "learner" was not an experiment subject but Milgram's **accomplice**. The accomplice never actually received a real electric shock; he just pretended to be in pain when the shocks were administered.

Before the study, experts thought that only about 1% of subjects would give what they thought were dangerous shocks to the learners. However, Milgram found that two-thirds of the subjects gave up to the highest level of shock, even though they could see that it was dangerous and the learners were in great pain. Milgram thinks this happened because they were pressured to do so by an authority figure (a scientist) that was in the room telling them that they had to do it because it was important for the experiment.

CASE 2 The Asch Conformity Experiment

Dr. Solomon Asch did an interesting study on group pressure. He put a subject in a room with seven other people—all seven were his accomplices. The subject thought the others were also subjects. The group was given a series of easy tasks: comparing simple images on two cards. One card had a line, and the second card had three lines from which the participants had to choose the one which was the same length. At first, the accomplices gave the correct answers, and so did the subject. The seating was arranged so that the subject always responded last. On the next twelve tasks, the accomplices started choosing the wrong answers. The subjects began to conform to the choices made by the group, even if they knew they were wrong. More than two-thirds of the subjects Asch tested conformed to group opinion at least some of the time, even when they disagreed with the group. About 25% of subjects consistently rejected the opinion of the majority, and only about 5% always followed the crowd. Asch found that conformity increases when a person feels insecure and doesn't want to look **foolish**. As well, the size of the group was important. The bigger the group, the more people had a tendency to conform. In variations on this experiment, Asch found that if even one other person in the group disagreed, a subject was much less likely to conform, proving that one person really can make a difference.

GLOSSARY

subjects → people observed in a study
strapped → attached
accomplice → assistant
foolish → not intelligent

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CASE 3 The Zimbardo Bullying Scenario

GLOSSARY

picked on → harassed

jeopardize → put something at risk

Dr. Zimbardo, famous for many behavioural experiments, put teenage girls in a scenario to see if they would join in with bullying or try to stop it. He set up what the girls thought was an audition for a reality television show. In the room, there were three accomplices and three subjects. Two of the accomplices and the three subjects were dressed in trendy clothing; one accomplice was wearing unfashionable and inexpensive clothing. The girls were given a task: they had to discuss and vote together to decide which of them to not include in a group for a reality television show. The girl in plain clothing (an accomplice) was to be **picked on** by the two other accomplices. Zimbardo wanted to see if the subjects would join the bullying or try to stop it. The subjects seemed uncomfortable, and although some of them expressed verbally that they did not like the way the girl was being treated by the others, they didn't object strongly or try to stop it. In fact, only one girl refused to vote with the others and actually left the experiment. The other girls said they felt bad afterward and regretted their actions, but they still put themselves first. They were not willing to **jeopardize** their opportunity. Two of the reasons for their conforming were that they didn't want to be rejected by the trendy girls, and that they were willing to do whatever it took to get the reward of being on the reality show.

After Reading

4. According to Dr. Kassim, what are the different reasons people do not act? **List** seven.

- _____
- _____
- _____
- _____
- _____
- _____
- _____

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5. What factors help people to act or speak out? **List** two.

- _____
- _____

6. **Complete** the chart below with information from the three case studies.

Case	What the psychologist wanted to know	What the psychologist learned	Why the subjects reacted this way
1			
2			
3			

7. **Look** at your answers in Step 2. How do you compare with the subjects in the experiments? After reading the articles, do you think your answers to Step 2 would change?

_____

_____

_____

_____

_____

FYI

12 Angry Men is a critically acclaimed movie about a jury that must decide on the guilt or innocence of a man charged with murder. The film explores how one man stands up for what he believes and slowly convinces others to adopt his point of view.

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8. For each of the three cases, which of the reasons mentioned in Dr. Kassim's introduction might explain why the subjects reacted the way they did?

Case	Reason for subjects' reactions
Milgram	
Asch	
Zimbardo	

9. **Answer** the following questions. **Support** your opinions with information from the texts.

a. In your opinion, which reason for not acting or not speaking out is the most important for teenagers?

b. In each experiment, there were subjects who disagreed with the group. How would you describe their personalities?

c. Do you think that schools encourage students to conform or not? **Explain** your opinion.

SPEAK OUT

Can you think of a situation when you behaved the same way as one of the case study subjects or observed someone behaving that way?

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7. Discussing What We'd Do C1 C2

It's time to reflect on human nature and what it takes to make us react. Your opinion will help you describe your own scenario in the final task.

1. **Discuss** the statements below with a group. For each statement:
- **Agree** or **disagree**.
- **Support** your opinion with ideas from the texts in the unit.
- **Agree** or **disagree**, **build on** and **add** ideas to your classmates' opinions.

AGREE OR DISAGREE?

a. People generally put themselves first.
b. Human beings generally obey authority.
c. People can be ordered to hurt other people.
d. When you're in a crowd, it's easy to act differently from others.
e. Human beings will generally try to profit personally from a situation, if they can.
f. People who act differently are appreciated by others.
g. Young people find it easy to **stand up to** a bully.
h. People who don't stand up to bullies usually regret it later.
i. It's easy to be a leader.
j. We all hope someone else will take responsibility in a difficult situation.
k. It's easy to do the right thing when everyone else is doing something wrong.
l. You feel anonymous when you're in a large group.
m. We are always willing to help someone who looks different than we do.
n. Attractive people are less likely to get help when they're in trouble.
o. We look for excuses to avoid helping people in difficult situations.
p. About one-fourth of people will go against a majority opinion.
q. One person's opinion can't make a difference.
r. The internet makes it easier to be an individual.
s. If it's someone's fault they're in a bad situation we don't need to help them.
t. All teenagers follow a herd mentality.

GLOSSARY

stand up to → confront

USEFUL LANGUAGE

- *I agree/disagree with . . . because . . .*
- *This is true/untrue because . . . , which we learned in . . .*
- *Don't forget that . . .*
- *The text also said that . . .*

2. **Return** to the list of people you named in the One-Minute Challenge. **Take turns** naming an individual. For each person, **discuss**:
- what you think motivated them to act the way they did
- the risks they took
- the benefits of their actions

Build on and **add** ideas to what your classmates say.

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8. Set the Scene C2 C3

Write a *What Would You Do?* scenario.

STRATEGY REMINDER

Pay attention to text features. See the model narrative on pages 93 to 95.

1. **Brainstorm** ideas for your narrative. **Look back** on the different scenarios presented in the unit and **take notes** below.

Ideas	

2. **Choose** a point of view from which to write.

◯ first person (I) ◯ second person (you) ◯ third person (he/she)

3. **Read** the tips for writing a narrative text in the box below.

TIPS FOR WRITING A SCENARIO

- Pick a scenario where the story could take two distinct directions.
- Decide two plausible directions your story could take before you start to write.
- Decide on the point in the narrative that the two alternative endings depart from.
- Think about the sequence of events outlined in your story, the problems and the plot twists that will move your story along.
- Connect your ideas using conjunctions and transition words (first, then, next, finally, etc.).
- Use adjectives and adverbs to make your narrative more interesting.

4. **Plan** your scenario in the graphic organizer.

Topic	
Title	

Setting	Ethical Dilemma

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Rising Action	Climax of Action

5. **Consider** your alternative endings. As you plan your endings, **consider** which factors listed by Dr. Kassim could motivate your characters' choices. **Look back** at your answers to Step 4 on page 102.

Ending 1	Ending 2
Motivating Factors:	**Motivating Factors:**

6. **Write** the draft of your narrative with two endings. **Refer** to the narrative on pages 93 to 95 as a model. **Use** conditional sentences, sentence adverbs and vocabulary from the unit where possible.

7. **Revise** and **edit** your narrative. **Use** the writing checklist.

8. **Exchange** your text with a partner. **Ask** for feedback.

9. **Write** your final copy. **Integrate** feedback, changes and corrections.

10. **Publish** your work. **Read** and **discuss** your classmates' stories and **say** what you would do in their scenarios.

WRITING CHECKLIST

- ◯ I wrote from one point of view.
- ◯ The scenario is clear.
- ◯ I used descriptive language to add interest.
- ◯ My verb tenses are accurate.
- ◯ My two endings represent different choices.
- ◯ I used sentence adverbs and conditional sentences where possible.

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Malyk's Story C2

The quick thinking of one young man may have saved a woman's life.

Before Reading

1. **Match** the vocabulary words to their definitions. **Use** a dictionary for help.

Word		Definition
a. abductor	_____	**1.** calm and sensible
b. shrug off	_____	**2.** one who is helpful to another
c. pivotal	_____	**3.** dangerous or difficult situation
d. bystander	_____	**4.** reduce the tension in a situation
e. heats up	_____	**5.** a person who takes someone against their will
f. plight	_____	**6.** showing a deep understanding of a situation
g. defuse	_____	**7.** extremely important and affecting how something develops
h. insightful	_____	**8.** ignore something unpleasant
i. level-headed	_____	**9.** a person who is present but does not participate
j. ally	_____	**10.** gets more intense

2. **Read** the following scenario. With a partner, **discuss** the risks and benefits of each of the actions you could take. **Decide** how far you would be willing to go.

You and a friend are sitting in a busy coffee shop. You see a young couple sitting on the other side of the room. They look angry and anxious and are arguing. The man is shouting at his girlfriend and hits her on the side of her head. He stands up and takes her by the arm. They start to leave. What would you do?

- Do nothing: you don't know these people.
- Ask the girl if she needs help.
- Wait and see if someone else intervenes.
- Look for another person to help.
- Go to the bathroom and call the police.
- Tell the man to stop hurting his girlfriend.
- Ask the employees in the coffee shop to do something.
- _____

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While Reading

3. **Underline** how Malyk describes his own feelings and the feelings of the young woman and her abductor. **Highlight** how other people react to the situation.

What Does It Take to Be a Hero?

This is a transcript of a segment that aired on the CBC Radio program "Definitely Not the Opera." Seventeen-year-old Malyk Bonnet tells the story of how he ended up saving a woman from her abductor. The show's host, Sook-Yin Lee, then interviews Theresa Bianco, an expert about what she thinks motivated Malyk to act in this potentially dangerous situation.

Malyk Bonnet: I had just finished my work shift and it was close to midnight. I saw a couple come out of the corner store. She was really pretty and the guy was really aggressive with her. He was yelling at her in Romanian and French. Everybody was looking at him strangely and I asked myself what was going on. Nobody said or did anything . . . I was a little angry. If something like that happened to your daughter, your sister or your mum you wouldn't want people to ignore it. I had to do something.

The guy was outside smoking a cigarette and the girl came up to me and said, "I want to go home. He won't let me go." I saw in her eyes, she was almost crying. I told myself, this is real.

So I was really friendly with the guy. I asked if he needed help. He said the police were looking for him. After 10 minutes of talking and being friendly with the guy, he was treating me like a bodyguard or something, so I said, "Where are you going?" They told me, "We are going to Laval." I said, "Ok. I'm going to Laval, too." I know Laval well, but I wasn't going to Laval, for real. I just wanted to be sure the girl was safe. After that I had a little plan.

Sook-Yin Lee: That is Malyk Bonnet, a 17-year-old in Montréal making a quick decision, coming up with a very quick plan when faced with a choice to walk away or try to help. Would you have gotten on that bus with two complete strangers? Or would you have shrugged it off as none of your business? We are looking at pivotal moments when you decide whether you're going to be a bystander or a hero. Let's go back to Malyk on the bus as the situation heats up.

Malyk: The guy was humiliating the girl. "You will be nothing in your life. You're stuck with me. I don't know why you don't love me. You're such a bitch." He said a lot of bad things. And I couldn't do anything because I had to play friendly with the guy. What was really shocking was that the bus was really full and everybody could hear him. Everybody understood what was going on but nobody helped her. The girl didn't say anything. She looked like she really wanted to cry. I wasn't nervous; I was just focused on making sure that the girl was safe.

He showed me some tattoos and said he was in the mafia, Romanian mafia. He told me he had killed somebody. I just said, "Oh, wow!" That's it. I asked him, "Are you trying to beat her?" He told me, "No. I really want to kill her."

We came out of the metro and he wanted to take the side streets because the police were looking for him. On those smaller streets the guy was really violent with the girl. He tried to take her head and just hit it on the wall. He tried to punch her in the face. I tried to calm him down and he did calm down, but he was really angry.

After that I devised a little plan to get them in a public place. I said, "I'm hungry. Are you guys hungry?" We went to Tim Horton's. It was full of people so the guy couldn't be violent. I gave him $50 and said, "Order what you want." The girl went to the bathroom so I pretended I had to go, too. She was so scared. I told her I was on her side and that I was going to call the police. I asked two people to use their phones, but they refused. One said, "I don't want to be involved.

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I don't want any trouble." Finally, I asked someone if I could use their phone to call a cab, but I called 911. I told them, "Can you come to the Tim Horton's because somebody is going to get killed."

It took 15 minutes for the police to come. The guy was impatient; he wanted to leave because the cab wasn't coming. I had to keep them there. I spent another $120 on doughnuts, sandwiches, coffee, chocolate milk, cookies, croissant, bagels, panini. He ate everything. Our table was full of food! This was his first meal since he got out of prison. The guy went to the bathroom, and I told the girl I had called the police. She was relieved. Then the police came. They had been looking for him; they knew who he was. There were three cars and they arrested him.

It was 2 o'clock in the morning. I asked the police to drive me home. At first when my dad saw the two police officers, he was angry, but then the police told him, "Don't be angry. Don't be mean. Your son is a hero."

Sook-Yin: So, what does it take to be a hero? Our heroism expert is Theresa Bianco. She is a professor of psychology at Concordia University and she's thought a lot about what we do when somebody needs saving.

We just heard from Malyk Bonnet, the 17-year-old cook from Montréal who decided to step in between a violent man and a frightened woman. Theresa, what do you make of his decision to act?

Theresa Bianco: What's particularly interesting about his story is that this wasn't an act of physical bravery that one typically thinks of when the term hero is used. In his case it was really an act that required psychological bravery. He really needed to be very cool and level-headed in a tense and dangerous situation.

Sook-Yin: He's very smart. He proposes and tells the fellow that he is a kind of ally, a friend. He approaches him that way.

Theresa: It's incredibly insightful of someone who is 17 years old to realize that this is going to be the best approach to defusing the situation.

Sook-Yin: He's surrounded by people who seem very indifferent. They know what's happening. They see the yelling. They see the fear in her face and yet they

don't want to intervene. So what do you think, Theresa, stops people from helping out in situations like Malyk's?

Theresa: Well, helping is a much more complex process than people realize and one can easily fall into a social trap of being a bystander rather than an intervener. This situation is very typical: a lot of people are present and they're just passing the responsibility for action onto someone else. And in a situation like that, you can have an outcome where nothing takes place, or it's an opportunity for someone to step forward and take action, and that's precisely what Malyk did.

Sook-Yin: Are people afraid for their own safety?

Theresa: Absolutely. There's risk involved in intervening in a situation particularly when, as in this case, they're strangers, and the fellow is being aggressive. One has to weigh the risks and benefits and decide whether they have the resources necessary to be able to step in and help the person in need.

Sook-Yin: Theresa, what qualities does Malyk possess that make him stand out from most of those people who are not doing anything?

Theresa: What I heard in Malyk's story is that he had a tremendous sense of empathy for the woman and her plight. And as he described, he thought, "Well, what if this was happening to someone that I cared about? I would want someone to step in and help out." I think that was the major motivating force for him, feeling that tremendous sense of empathy and feeling that he could actually do something to help this woman. That empowered him.

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After Reading

4. **Place** the events in order.

- ◯ Malyk observes a couple coming out of a corner store, the man yelling at his girlfriend.
- ◯ Malyk accompanies the couple on a bus to Laval.
- ◯ Malyk calls 911 and asks the police to come.
- ◯ Malyk tells the girl he is on her side and will help her.
- ◯ Malyk leaves work after midnight.
- ◯ The man says he wants to kill his girlfriend.
- ◯ The girl approaches Malyk and asks for help.
- ◯ The police arrive and arrest the man.
- ◯ Malyk gives the man money to buy food.
- ◯ Malyk decides to be friendly with the man.
- ◯ They go to a Tim Horton's in Laval.
- ◯ Two people refuse to let Malyk use their cell phones.
- ◯ Malyk spent $120 on food to keep the man at Tim Horton's.

5. What moved Malyk to help the woman?

_____

_____

6. What was Malyk's strategy?

_____

_____

7. Why did the man want to take smaller side streets to move around?

_____

_____

8. What words does the psychologist use to describe how Malyk behaved in this situation?

_____

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9. What does the psychologist mean when she says that Malyk showed "psychological bravery"?

10. Why does the psychologist believe that so many people did not act to help the woman?

11. What quality does Malyk possess that made him help the woman?

12. What were the risks and benefits that Malyk had to consider in this situation?

Risks	
Benefits	

13. Why do you think Malyk's father was angry when he first saw his son with the police officers?

14. What do you think about Malyk's reaction to this situation? Do you think you could do this?

15. Do you think what Malyk did was brave, or too risky? **Explain** your answer.

→ STORY ANTHOLOGY

In the Story Anthology, read a novel excerpt from *Tuck Everlasting*, which explores the difficult choice a young girl must make in trying to save her friend.

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Big Data, Big Brother

UNIT 5

Big data refers to the vast amounts of information that are stored in computers and records around the world. It is often collected, organized and analyzed. But who collects it and what for? Learn about the growing trend in data and what it means for your privacy.

In this unit, you will:

- **Learn** about how online data collection affects us in different ways.
- **Collect** data about your classmates.
- **Develop** your own privacy policy.
- **Read** several opinions concerning the business of data science.
- **Practise grammar:** the present perfect; direct and indirect speech.

Final Reinvestment Task:

- **Write** your own opinion piece about your relationship with big data. (Preparation for the end-of-cycle uniform exam)

How private or public is your personal data?

Interactive Workshops

ONE-MINUTE CHALLENGE

Make a list of all of the different websites you access and apps you use on a daily basis.

1. Where Do You Stand? C1

Consider how big data collection impacts your everyday life.

GLOSSARY

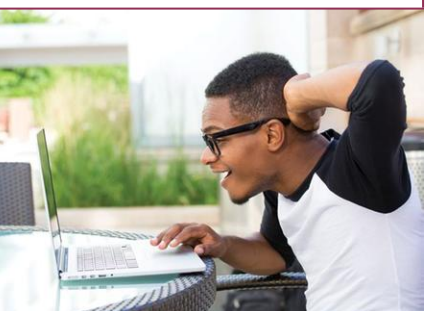
infer → form an opinion based on information

1. **Look** at your One-Minute Challenge. What could someone **infer** about you based on your online behaviour? **Write** a few conclusions below.
   - _____
   - _____
   - _____

2. In groups of three or four, **discuss** the following statements together. Do you agree or disagree? **Justify** your opinions.
   - **a.** My online habits accurately reflect who I am.
   - **b.** Statistics are a reliable way to predict human behaviour.
   - **c.** Wanting privacy means you have something to hide.
   - **d.** Sharing personal information over social media is dangerous.
   - **e.** My computer, cellphone and tablet are private spaces.
   - **f.** Numbers don't lie.
   - **g.** Access to public information keeps people safe.
   - **h.** Access to public information keeps people honest.
   - **i.** We have a responsibility to share our data for the good of science.
   - **j.** Once information is released on the Internet, it becomes public property.

USEFUL LANGUAGE

- *I couldn't agree with you more.*
- *No, that's not what I meant. Please listen to me.*
- *Can you explain what you mean by that?*
- *I think we have to read the statement more carefully.*



3. **Answer** the questions below.
   - **a.** Which statement did you react the most to? Why?

     _____

     _____

     _____

     _____

   - **b.** Which statement was the most difficult for you to respond to? Why?

     _____

     _____

     _____

     _____

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Grammar POINT The Present Perfect

Use the present perfect to describe:

- An action that was completed at an unspecified time in the past
  *Raj **has visited** Google's headquarters in California.*
- An action that began in the past and continues in the present
  *I **have had** an email account since I was thirteen.*

RED FLAG

Go to page 173 of the Grammar Section to compare the present perfect and simple past.

	Rule	Example
Affirmative	Subject + **has**/**have** + **past participle** of the **main verb** + rest of the sentence.	*I **have registered** for an online account.* *Rico **has secured** his password against theft.*
Negative	Subject + **has**/**have** + **not** + **past participle** of the **main verb** + rest of the sentence.	*Maria **has not** (**hasn't**) **checked** her email yet.* *You **have not** (**haven't**) **answered** the question.*
Yes/No Questions	**Has**/**Have** + subject + **past participle** of the **main verb** + rest of the question?	***Has** Amy **updated** her contact information?* ***Have** the employees **seen** the new website?*

A. Unscramble the words to form correct sentences in the present perfect.

1. started/advertisements/Omar/has/online/blocking

   _____

2. about/we/we/Internet privacy/have/feel/not/decided/how

   _____

3. has/me/the company/a potential customer/targeted/as

   _____

4. created/new/for all of my accounts/have/passwords/I

   _____

B. Check the sentences that use the present perfect correctly.

- ◯ Has Greg submitted his personal details?
- ◯ Mr. Carmody have gave permission to print his name.
- ◯ Nora did not seen the website's fine print.
- ◯ I have received spam emails for years.
- ◯ Have you ever completed an online survey?
- ◯ Last night Marcus has downloaded a virus.
- ◯ He hasn't opened a new account in several years.

→ **Go to page 169 for more practice and access to an interactive workshop.**

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2. Private or Public? C2

How do teenagers feel about making their personal information publicly accessible? Think about your own opinions as you prepare for the final task.

Before Reading

G

1. **Read** the prompts below and **decide** if you have or have never done the actions. **Write** your answers in the table. **Use** the present perfect.

- Use a false name online
- Post my address or phone number online
- Untag a picture of myself
- Read a privacy policy to the end
- Share my location on social media
- Share personal information to receive a product or coupon
- Change the privacy settings of an online account
- Delete my **browsing** history

GLOSSARY

browsing → searching the Internet

+	-
I have . . .	I have never . . .

2. How cautious are you when it comes to online privacy? **Review** your sentences in Step 1 and **justify** your answer.

While Reading

3. **Read** the text. As you read:

- **Highlight** information that teens tend to share online.
- **Underline** information that teens tend to hide online.

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The Truth about Teenagers, the Internet and Privacy

By Elizabeth Segran

Did you see that study on privacy in the digital age?

If you're wondering which one, there's a good reason for that. Every few months, a new study **hits the press** about how different generations relate to privacy and so far, the results have been **all over the map**.

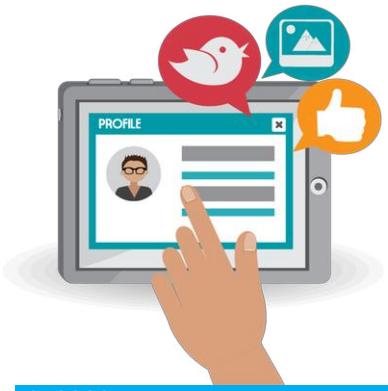
Last year, USC's Annenberg Center for the Digital Future released research showing that younger Internet users are more comfortable sharing their personal data than their older **counterparts**. Commenting on the data, Jeffrey Cole, the center's director, went so far as to declare, "Online privacy is dead." But then, a few months later, **a slew of** data reflected very different results: Harris Interactive found that the 78% of **millennials** expressed a wish for privacy, compared to 59% of older internet users. Pew Internet also found that users aged 18 to 29 are more likely to have cleared their browsing histories, disabled cookies or declined to use their real name on a website.

So which narrative is correct?

A big part of the problem here is that the definition of "privacy" is a tricky one to **pin down**. In many of these studies, respondents were not asked whom they were concerned about hiding their personal information from. Were they concerned about the government? Corporations? People they know in real life? Ian Miller, who is pursuing doctoral research on the psychology of online sharing at the University of Toronto, says this additional information would provide valuable context because each generation has distinct privacy concerns. "Adolescents consider different things to be private than adults," he tells me."They don't take the time to make these details like age, religion or location private on Facebook even though they know how to." According to Pew, the majority of teens publicly share their real name, where they live and the school they attend on their social channels.

But Miller says that teens are also very **savvy** about hiding aspects of their virtual lives, particularly from authority figures. "The kind of privacy adolescents want is the same kind of privacy that they have always wanted," he says. "They don't care if Facebook knows their religion, but they do care if their parents find out about their sex life." As the average age of Facebook users **skews** older and mom, dad and even grandma join the site, teenagers have become highly skilled at hiding incriminating evidence like the fact that they went to a bar on Friday night, wore a **skimpy** costume to a Halloween party, or smoked pot that one time.

danah boyd, a professor at Harvard University's Berkman Center for the Internet and Society, argues that teenagers closely **scrutinize** what they share online because it is a way for them to negotiate their changing identities.



GLOSSARY

hits the press → becomes public

all over the map → varied, diverse

counterparts → equivalents

a slew of → a lot of

millennials → people born from the early 1980s to the early 2000s

pin down → define

savvy → smart

skews → becomes more biased in one direction

skimpy → doesn't cover much skin

scrutinize → examine

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This is their chance, for instance, to make a positive impression on the cool kids at school or highlight their taste in indie music to impress a person they have a crush on. In other words, the pressure to create a unique identity pushes teens to **disclose** things publicly that adults may choose not to.

Teenagers are more aware of online privacy settings than most adults, simply because they use these tools more frequently. "For adults, the concept of privacy tends to be more abstract; it might have to do with general principles about one's relationship with the government or corporate America," says Miller. "But teens' understanding of privacy is very real and concrete. They know exactly why they need to restrict their privacy settings because they don't want this one friend to see this one thing." With this knowledge and skill comes some degree of power. While older users may see the sharing of their information as inherently **worrisome** because they do not fully understand how to control it, teenagers are quick to learn how to use privacy settings to their best advantage.

Younger people also tend to be less concerned with giving advertisers and brands their data. In the Annenberg Center's study, researchers found that millennials are **willing** to give up personal information to brands if they receive some sort of benefit in return. For instance, 56% of millennials were willing to share their location with companies in order to receive coupons to nearby businesses, versus 42% of those 35 and older. And a quarter of millennials were willing to receive targeted ads, compared to less than a fifth of older users. On the other end of the spectrum, some mostly older users are highly suspicious of allowing companies to use any of their data at all.

Young people are not just **acquiescing** to give their data to companies, they are actively sharing their content with brands they like. For instance, the fashion brand Madewell created a popular leather tote bag that has a devoted **following** and women around the world have taken pictures of themselves carrying the bag with the hashtag #Totewell, hoping that Madewell will use it on its webpage.

A company called ThisMoment specializes in helping manage the content that floods Twitter, Vine, Facebook, and Instagram from young people eager to connect with companies. "Millennials and Gen Z (those under 19) are sharing **vast** amounts of content with brands, and this is changing the advertising industry," says Vince Broady, ThisMoment's founder and CEO. "Content from peers and other real people is becoming an increasingly important way for young consumers to feel connected to a brand."

Broady believes that brands are increasingly becoming part of the adolescent's process of creating their

GLOSSARY

disclose → reveal
worrisome → a cause for concern
willing → ready or eager to do something
acquiescing → agreeing, consenting
following → group of supporters
vast → large

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identity. "When young people create something that connects them to that brand, it is really an extension of what they **stand for** so, of course, it makes sense that they want it to be as visible as possible. This is a totally different mentality to thinking that big bad corporations are stealing my data." To teenage digital natives, who have spent their lives creating an online persona that is just as valuable as their real-life one, there is a psychological **payoff** that comes with associating themselves with brands. This concept may seem alien to an older generation that uses social media not to create their identity, but as just another communication tool.

While teenagers' privacy concerns have been closely examined when it comes to how they relate to brands and other people, experts do not fully understand how teens feel about the government's use of their data. That may be because it is still a fluid situation: today's adolescents are growing up in the context of a national conversation about the NSA, Edward Snowden, and spying—issues that are being debated as I type this sentence.

Adolescents have been migrating away from Facebook and Twitter over the last few years, showing preference for sites like Snapchat, Whisper, Kik, and Secret that provide more anonymity and privacy. Part of this transition can be explained by the fact that the older social media sites stopped being cool when parents joined them, but perhaps another reason could be that teenagers growing up in the post-Snowden era implicitly understand the value of anonymity. For teens, it's not a matter of which platform to use, but rather which works best in a particular context.

FYI

Edward Snowden is a controversial figure. He is a former CIA (Central Intelligence Agency) employee who copied classified information and shared it with the public. The information showed that many governments were involved in global surveillance programs. The United States government charged him with espionage.

GLOSSARY

stand for → represent, believe in

payoff → benefit

After Reading

4. **Check** if the statements are true or false based on your understanding of the text. **Rewrite** the false statements to correct them.

Statement	True	False
a. Teens want to hide personal information from authority figures such as parents. _____		
b. Teenagers don't know how to use online privacy settings. _____		
c. Millennials are not comfortable with the spread of their private data. _____		
d. Adolescents like remaining digitally visible in order to create an identity for themselves. _____		
e. Teens prefer sites like Facebook and Twitter because they have higher privacy settings. _____		

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5. According to the text, what is one way that teens differ from older generations when it comes to online privacy?

6. According to the text, why do adolescents not mind sharing their personal tastes publicly?

7. Are your online habits like those of young people described in the text? **Explain** your answer.

8. What surprised you most about this text?

9. What information or ideas do you want to remember?

USEFUL LANGUAGE

- *I don't feel comfortable posting . . .*
- *Over the years, I've realized that . . .*
- *In my case, my habits are different than . . .*
- *That surprises me.*

Discuss the following questions with a group. C1

- What information do you post online and what do you hide? Why?
- Have your online habits changed since you got to high school? **Explain** your answer.
- Are the online habits of the members of your discussion group similar or different?
- Are your parents' online privacy habits similar to yours?

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3. The Science of Sport C2

Learn how analyzing data can help revolutionize the world of sport. These facts will help inform your opinion in the final task.

Before Watching

1. **Name** a sport, game or activity that you enjoy.

_____

2. **List** several strategies that could help you improve your performance in a sport, game or activity. **Collaborate** with a partner for help with ideas.

_____

_____

_____

_____

While Watching

3. DVD **Watch** the video and **circle** the correct answer.

a. The mask worn by Paralympian Flavio Pagliero measures his VO2, or (oxygen levels / stress levels / happiness levels).

b. A machine called the Optojump detects the height of a jump using (sound waves / pressure levels / a beam of light).

c. Rosie MacLennan won a gold medal for Canada at the (Sydney / London / Athens) Olympics.

d. She uses her (feet / hips / hands) to help her land in the centre of the trampoline.

e. After practice, athletes complete a survey about their (emotions / fitness / stress level).

f. The data from the survey is seen by (the coaches / the researchers / the athletes).

g. The research aims to improve (performance / confidence / focus).

LISTENING STRATEGY

Listen for the Main Idea

To identify the main idea of a text, focus on what you already know about the topic. Think about the title of the video, look at the images and concentrate on keywords that are repeated. Pay attention to the general message instead of specific details.

GLOSSARY

tends → has the tendency
hinder → delay or interfere with
affliction → disease or illness
beam → ray
struck gold → won first place
punch in → enter
rate → evaluate
sit someone out → stop someone from playing
weigh on → have a negative effect
crunching the numbers → calculating or analyzing

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After Watching

FYI

The 2011 film *Moneyball* tells the story of a general manager's attempt to build a winning baseball team by using big data to analyze players.

4. **Summarize** the main idea of the video in one or two sentences.

5. **Name** three methods mentioned in the video that help researchers collect data about athletes.

a.

b.

c.

6. How can coaches benefit from the data collected by the researchers?

G

7. **Review** the list of strategies you came up with in Step 2 as well as those presented in the video. **Pick** a strategy that you have used to improve your performance in a sport, game or activity. **Explain** how you used the strategy using the present perfect.

USEFUL LANGUAGE

- *I feel it's unfair that . . .*
- *It's unlikely that . . .*
- *I would say that . . . benefits the most from . . .*
- *Do you agree?*
- *I don't think it's that black and white.*

Discuss the following questions with a partner. C1

- Do you think athletes whose data are analyzed have an unfair advantage? Why or why not?
- Some coaches claim they can put together a winning team just by analyzing athletes' statistics. Do you think this is effective? **Explain** your answer.
- **Name** a few aspects of sports that statistics cannot measure.
- Who do you believe benefits most from data analysis—athletes, coaches, researchers or fans? **Justify** your opinion.

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Grammar POINT Direct and Indirect Speech

Use direct and indirect speech to talk about what other people say.

To do this, transform someone's exact words (**direct speech**) into an account of what he or she said (**indirect speech**). Change the verb tense of the speaker's original words and use corresponding pronouns and possessives.

Direct Speech	Indirect Speech
Simple present →	Simple past
*Zoe said, "I **tag** photos online."*	*Zoe said that she **tagged** photos online.*
Present continuous →	Past continuous
*Zoe said, "I **am tagging** photos online."*	*Zoe said that she **was tagging** photos online.*
Future →	Present conditional
*Zoe said, "I **will tag** photos online."*	*Zoe said that she **would tag** photos online.*

A. Underline the verb in each quote. Then, **transform** the verb into its equivalent in indirect speech.

1. Miles said, "This website is not very secure." _____
2. "I don't know how to use the GPS," my mom confessed. _____
3. My grandfather shouted, "We are being watched everywhere!" _____
4. Amy told Marc, "You will love this new quiz app." _____
5. "I am restarting the computer right now," said Raj. _____

B. Rewrite the sentences from direct to indirect speech. **Use** the chart above for help with the verb tenses.

1. Ryan complained, "I see too many advertisements online."

   _____

2. "I will update my profile tonight," Monica promised.

   _____

3. The vet commented, "Your dog is looking thin and can eat more food."

   _____

4. Luce said, "At this time tomorrow, I will be on vacation!"

   _____

5. The teacher explained, "Internet etiquette is important knowledge to have."

   _____

→ **Go to page 192 for more practice and access to an interactive workshop.**

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4. Data Set C1

Design a short survey in order to collect data about your classmates. Can you draw any useful conclusions? Refer back to this experience as you write your final task.

GLOSSARY

quantifiable → something that can be measured or counted

1. **Think** about your typical day and then **think** about different teen habits that can produce **quantifiable** data. **Find** a partner and **add** three more ideas to the list below.

◯ TV habits ◯ food habits ◯ money habits
◯ exercise habits ◯ _____ ◯ _____
◯ _____

2. Together, **choose** one of the habits in Step 1 to research. **Label** your quiz and **complete** the survey questions in the chart below. Then, **find** three classmates each and **ask** them your questions. **Write down** their answers.

Research topic: _____

Survey Questions	Name: _____	Name: _____	Name: _____
How often . . .	_____ _____	_____ _____	_____ _____
When . . .	_____ _____	_____ _____	_____ _____
What . . .	_____ _____	_____ _____	_____ _____

3. **Write** three sentences reporting what your participants said. **Use** indirect speech. G

- _____
  _____
- _____
  _____
- _____
  _____

USEFUL LANGUAGE

- *Let's pick . . . because . . .*
- *That's a great idea! Let's use it.*
- *Is that something we can measure?*

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4. **Draw** one conclusion about your classmates based on your data set from Step 2. **Compare** your conclusion with the class.

Discuss the following questions with a group. C1

- Did the answers surprise you? Why or why not?
- Can you use the data to make generalizations about the class? Why or why not?
- Which question or questions provided the most interesting data?
- How could you have improved your survey questions?
- How did you feel about sharing information with your classmates? Was it easy to be truthful? **Explain** your answer.
- What kind of company might find the information you gathered useful? **Explain** your answer.

SPEAK OUT

How might the conclusions you have drawn be useful? What kind of company or type of research study would find the information you gathered useful?

→ STORY ANTHOLOGY

In the Story Anthology, read "True Love" by Isaac Asimov. This story is about a computer that is able to analyze big data in order to find the perfect match.

PRONUNCIATION CD Long and Short Vowels

The vowels *a, e, i, o,* and *u* can all be pronounced at least two different ways: short and long.

A **long vowel** forms the name of the vowel as you say it when listing it in the alphabet (the *a* in *cake* = /ey/).

A **short vowel** forms a sound different than the name of the vowel (the *a* in *cat* = /ae/).

- If a vowel is between two consonants, it will be short. *sit, bed*
- If a vowel is followed by a consonant and an *e*, it will be long. *hope, ate*

1. **Listen** to each word and **repeat** it aloud.
   - **a.** apple
   - **b.** complete
   - **c.** sickness
   - **d.** unlucky
   - **e.** promote
   - **f.** skate
2. **Listen** to the words in Step 1 again and **write** whether the vowel in orange is short (*S*) or long (*L*).
3. **Circle** the words that you hear below.

a. hop	hope	**c.** cap	cape	**e.** slid	slide
b. bit	bite	**d.** cut	cute	**f.** scrap	scrape

4. **Listen** to the speaker pronounce each word and **repeat** it aloud.

a. rod	road	**c.** caught	coat	**e.** man	main
b. pin	pine	**d.** pet	Pete	**f.** pull	pool

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5. School's Rules C3

Write a letter to your classmates explaining how you plan on using information gathered in a survey. You will have to consider the issue of privacy as you complete your final task.

FYI

If you're interested in big data, Simon Fraser University offers a professional master's degree in the field. The degree is for students who want careers in the data science industry.

1. **Imagine** that you are a member of the student council and you want to distribute a survey that collects information about students' eating habits in order to make changes in the cafeteria.

   Which people at your high school should be able to access the personal information you collect without asking? **Check** all that apply.

   - ◯ school administrators
   - ◯ students' parents
   - ◯ classmates
   - ◯ teachers
   - ◯ school nutritionist
   - ◯ cafeteria cooks

2. **Explain** your choices in Step 1.

3. Your survey will have to include a privacy policy. **Read** the definition of a privacy policy below.

Privacy policy: a document that explains how an individual or organization plans to collect and release a participant's personal information. Privacy policies usually include the following information:

I. **Information Collected.** *What type of personal information will you be analyzing? Is the data anonymous or not?*

II. **Purpose.** *Why are you collecting the information? What do you plan to do with the results?*

III. **Information Sharing.** *Who will be able to access the data? How will this information be accessible?*

IV. **Participant Rights.** *Can participants change or delete responses they have already shared? How?*

V. **Contact Information.** *How can participants contact you with questions or concerns?*

4. What is the primary purpose of a privacy policy?

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5. **Take notes** on your survey's privacy policy in the graphic organizer below. **Use** the outline in Step 3 for help.

I. Information Collected	
II. Purpose	
III. Information Sharing	
IV. Participant Rights	
V. Contact Information	

6. **Write** a letter to your classmates explaining how the information gathered in your survey will be used. **Include** information from your graphic organizer.

SPEAK OUT

Discuss privacy policies as a class. Find out how many of your classmates read the privacy policies when they download a new app or register for a new online account.

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GLOSSARY

snooping → spying

FYI

Google is the most popular search engine in the world. While most of its services are free to use, clients pay with the information they provide. Every time you use Twitter, YouTube, Google Chrome or Gmail, Google is tracking your online habits.

VOCABULARY *Idioms*

Idioms are expressions whose meanings are not predictable from their individual words.

1. **Use** context clues to determine the meaning of the underlined idiom. Then, **check** the correct definition.

   a. Jim didn't want his brother **snooping** on him, so he decided to cover his tracks and erase his Internet search history.

   ◯ destroy evidence ◯ turn off a device ◯ paint over

   b. I don't need to know what my friends are doing every minute; I prefer to remain in the dark.

   ◯ confused ◯ uninformed ◯ scared

   c. Although Martin had become a very famous hockey player, he still tried to keep a low profile by staying away from journalists.

   ◯ be popular ◯ attract attention ◯ avoid attention

   d. Janna doesn't like talking about herself; she prefers to keep her personal details behind closed doors.

   ◯ popular ◯ accessible ◯ private

   e. You may not know it, but your Internet search engine is like a fly on the wall that keeps track of your online activity.

   ◯ distraction ◯ discrete observer ◯ guardian angel

   f. You throw caution to the wind when you post your address on your social media account.

   ◯ behave carelessly ◯ act carefully ◯ play games

2. **Complete** the sentences below with the correct underlined idioms from Step 1.

   a. It is impossible to know what happens _____, even in the case of very good friends.

   b. If you want to avoid attention from online scammers, it is best to _____.

   c. Each time Imane accepts a friend request from someone she doesn't know, she _____.

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6. Your Opinion Counts C2

An opinion piece profiles a current issue up for debate and often attempts to **sway** the reader's opinion. Learn more about big data as you continue to form your own opinion.

Before Reading

1. **Transform** the following opinions into indirect speech. G

a. Ramona said, "I'm convinced that big data will change science forever."

_____

_____

b. My brother complained, "In my experience, numbers can never tell the whole story."

_____

_____

c. "My position is clear," the athlete said. "I make more progress when I record data."

_____

_____

d. Mrs. Rodriguez said, "It seems obvious to me that standardized tests are not a good measure of knowledge."

_____

_____

2. **Circle** the expressions used to give opinions in the sentences in Step 1.

While Reading

3. **Read** the two opinion pieces. As you read: G

- **Underline** the present perfect.
- **Highlight** indirect speech.

READING STRATEGY

Find Supporting Ideas

The main idea of the opinion piece will appear in the first paragraph. The supporting ideas will appear in the supporting paragraphs that follow. Read these paragraphs carefully and identify the different arguments the author uses to justify his or her main idea.

GLOSSARY

sway → influence

FYI

An *op-ed* is printed on the page facing the editorial page in a newspaper. It is reserved for opinion pieces written by individuals who do not work for the newspaper.

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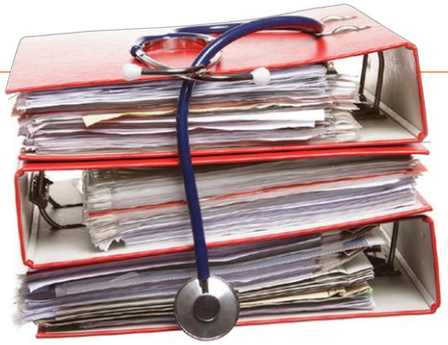
How Big Data is Revolutionizing Healthcare



By Claire Randall

TEXT FEATURES

Opinion Piece

Topic: data sharing

Language: powerful and convincing

Purpose: to convey an opinion and persuade an audience

Audience: general public

Text components:

1) **Opening paragraph** stating the subject and your opinion
2) **Supporting paragraphs** including justification and examples
3) **Conclusion** restating the main idea

GLOSSARY

eradicate → eliminate or destroy

outbreaks → epidemics

rudimentary → simple

regimen → program

When we talk pros we also talk cons; we take the advantages along with the disadvantages; each upside also has a downside. Except when it comes to the benefits of collecting big data in the field of healthcare. Using new and improved technologies, scientists and statisticians are now able to use medical data to predict, prevent and treat disease better than at any other point in history. By sharing information and making your health records public, you could help find the cure for cancer or **eradicate** malaria worldwide. I don't see a downside to that.

For centuries, epidemiologists have studied disease patterns in order to better predict new **outbreaks**. Before computers and the Internet these scientists used **rudimentary** tools to collect their data. It took time, and often the disease had already spread before the next target could be identified. Now that we can collect information with just one click, statisticians can analyze disease patterns much more quickly. The result? Scientists have discovered new causes or correlations that make predicting epidemics much more effective.

If we can better predict disease, we can also better prevent it. Take actress Angelina Jolie. Scientists discovered that she carried a gene that correlated to a very high risk for breast cancer. They were able to determine the risk by studying the medical history of other people who carried this gene. Jolie made a choice to remove both breasts and prevent a possible cancer diagnosis. She said that it wasn't an easy decision, but that she was happy knowing she took control of her future. If big data were able to save my life like this, I would be thankful for the opportunity.

In our modern world, we don't always need to rely on scientists for preventive care. Technology allows us to collect and analyze our own personal health information! Software companies have developed apps that can help us track a number of elements. MapMyFitness allows people to record how much they jog in order to maintain a better fitness **regimen**. People trying to lose weight have used MyFitnessPal, which counts calories. And if you simply want to maintain a healthier lifestyle there are products like Fitbit that record your activity levels and monitor your sleep schedule. My brother is diabetic and his smartwatch can monitor his insulin levels. He says that his fitness has increased since he began recording his own data.

If we share our health records, pharmaceutical companies will be able to develop better medications to treat diseases. Medical engineers rely on our data to guide their drug tests.

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They need to know how people reacted to a treatment in order to improve the medication. If we do not share this information, we are preventing scientists from discovering cures.

You may be uncomfortable sharing your personal information when it involves shopping habits or Internet search history. But the benefits of big data when it comes to the healthcare industry seem clear to me. By making your health history accessible you can help save lives.

What Big Data Can't Tell Us

By Charlie Leblanc

Data seems to be the **buzzword** of the decade. Data promises to get a pizza delivered to our doorstep faster; it can predict the rise of the Earth's temperature; it displays local traffic in real time so we can avoid major traffic jams. Although data analysis can help us **sift** through complex information faster and more accurately, I think we should not lose sight of its limitations. Numbers cannot tell us everything, and big data is not a **panacea** for the world's problems. Data must be interpreted by the people that collect it—people who are, after all, only human.

The first thing big data can't tell us is which information is important. **Retailers** have learned that tracking a customer's shopping habits can be useful. But who knows which is more important: a colour preference or a price difference? Ultimately it is someone's job to interpret this information and act on it. As Dr. John Jordan of Penn State University knows, numbers can reveal a wealth of information. But he also notes that numbers never speak for themselves. Data scientists draw conclusions based on the numbers they study. But, what might be important to one scientist might go unnoticed by another. In the end, data analyses are subject to the researchers' biases.

The second thing big data can't do is interpret social behaviour. This means that as far as people are concerned, numbers can't **rule the roost**. When CEOs, coaches or managers want to recruit members for a specialized team, they often look to the statistics. But what the numbers can't tell them is how the individuals will get along with each other. Even the most talented team (of any kind) will fail if its members refuse to work well together. So if you are relying on statistics to hand pick the best and brightest to perform a tough job, remember that numbers cannot tell the whole story.

GLOSSARY

buzzword → keyword
sift → filter
panacea → something that makes everything better
Retailers → businesses that sell physical products
rule the roost → be in charge or dominate

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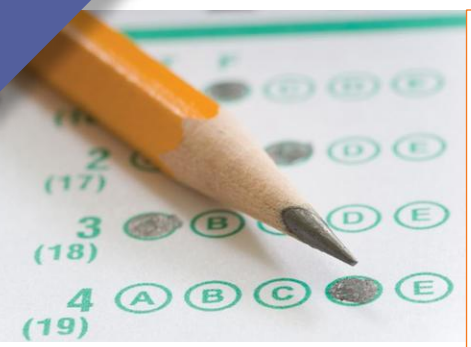

The job of data is to average all numbers together until analysts come up with a figure that represents a larger unit. But what happens when you are above average? Another **pitfall** of data is that numbers leave no room for exceptions. In 1976 no one could have predicted that 14-year-old Nadia Comaneci would score the world's first perfect 10 for her gymnastics performance in Montreal. When asked later, Comaneci said that she didn't know how good she was until she surprised everyone—including herself. Although it was unpredictable, her performance that day was not just a **fluke**: she went on to score six more perfect 10s. Since data relies only on past **precedents** to draw new conclusions, data can't predict at what point someone might **get on a roll** where success can, but doesn't always, lead to more success.

Finally, big data cannot measure knowledge. For years, educators and policy-makers have debated this very issue. Standardized tests such as the **SAT** in the United States are supposed to **level the playing field** by providing one exam to measure everyone's average knowledge. But it seems obvious to me that one individual performance on one day of your life cannot **be indicative of** your body of knowledge. Teachers have long argued that their efficacy should not be based on their students' performances. There are too many factors that affect test scores, and teachers cannot control things like student anxiety, hunger or distraction. I have been a teacher for thirteen years and in my experience standardized testing doesn't measure how much my students have learned over the school year.

Although there are many advantages to participating in data collection, we have to remember that data don't tell the whole story. Numbers can reveal a lot of important information, but it is our job to ask the right questions. So next time you read a statistic make sure you understand what the number represents. And be careful of what information you give away and aware of how it might be misinterpreted.

GLOSSARY

pitfall → problem
fluke → accident or chance
precedents → examples
get on a roll → have a series of successes
SAT → Scholastic Aptitude Test or Scholastic Assessment Test
level the playing field → eliminate advantages
be indicative of → represent

After Reading

4. **Circle** the supporting ideas in each opinion piece.

5. According to the first text, how does big data help us predict, prevent and treat disease? **Explain** using examples from the text.

Predict	_____ _____
Prevent	_____ _____
Treat	_____ _____

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6. **Write** three concrete examples of how big data could revolutionize healthcare.

a. _____

b. _____

c. _____

7. According to the second text, why are standardized tests not entirely effective?

_____

_____

_____

8. Do you believe standardized tests are useful? **Explain** your answer.

_____

_____

9. Which opinion piece is more persuasive? **Justify** your opinion with examples from the text.

_____

_____

_____

_____

_____

_____

Discuss the following questions with a group. C1

- Do you agree with the opinions expressed in the two texts?
- Can big data do the following things: predict weather patterns, measure knowledge, track a person's shopping habits, interpret social behaviour or foresee exceptions?
- What medical conditions do you know of that are the subject of intense research?
- What kind of data about you and your peers could be misinterpreted?

USEFUL LANGUAGE

- *According to the text, big data can . . .*
- *I've heard that . . .*
- *Is that true?*
- *I think . . . could be misinterpreted because . . .*

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7. What's Your Take? C2 C3

Write an opinion piece and discuss the dangers and/or benefits of big data.

STRATEGY REMINDER

Pay attention to text features. See the model opinion pieces on pages 130 to 132 and page 236 of the Reference Section.

1. **Think** about the following question and **form** an opinion:

   Should we be worried about sharing our personal data online?

   ◯ yes ◯ no

2. Why or why not? **Use** information in Tasks 1, 2, 3 and 6 to help you justify your answer. **Brainstorm** three arguments below that support your opinion.

3. **Read** the tips for writing an opinion piece in the box below.

TIPS FOR WRITING AN OPINION PIECE

- Before you start, think of a single sentence that summarizes your opinion. Then, add arguments to support your point of view.
- State your opinion in the opening paragraph. Begin with an interesting fact or story that grabs readers and makes them want to continue reading.
- Each supporting paragraph should contain one argument that supports your opinion.
- End with a conclusion that reformulates your opinion.
- Use persuasive language to convey your opinion. Be direct and do not try to appear objective.

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4. **Use** the graphic organizer to help plan your thoughts before you begin writing.

Opening paragraph	
Supporting paragraph	
Supporting paragraph	
Supporting paragraph	
Conclusion	

5. **Write** a draft of your opinion piece. **Refer** to the models on pages 130 to 132 and page 236 of the Reference Section. **Use** the present perfect, indirect speech and vocabulary from the unit in your writing.

6. **Revise** and **edit** your opinion piece. **Use** the writing checklist.

7. **Exchange** your draft with a partner. **Ask** for feedback.

8. **Write** your final copy. **Integrate** feedback, changes and corrections.

9. **Publish** your work. **Read** and **discuss** your classmates' opinion pieces.

G

WRITING CHECKLIST

- ◯ My opening paragraph clearly states the subject and offers my opinion.
- ◯ All paragraphs are present and contain the necessary information.
- ◯ The language is direct and persuasive.
- ◯ I checked my work for spelling and punctuation.
- ◯ I used the present perfect and included direct and indirect speech whenever possible.

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Big Brother is Watching C2

Is it possible that even our thoughts are being collected and analyzed?

SPEAK OUT

Discuss and compare with your classmates what the term *Big Brother* means to you.

Before Reading

1. Do you think people behave better when they are being watched? **Justify** your answer with examples.

_____

_____

_____

Word Box

crumpled
faltered
gulped
nerved
roamed

2. **Complete** the sentence with the correct verb from the Word Box. **Use** a dictionary for help.

   a. Harry was so frustrated by the math problem that he _____ his paper up in disgust.

   b. Caro _____ a litre of water after running a five-kilometre race.

   c. Millions of years ago, dinosaurs _____ the planet.

   d. The prime minister took a deep breath and _____ herself up for the speech she was about to deliver.

   e. Although he _____ as he began the audition, he recovered and finished to great applause.

FYI

A dystopia is a society or community where life is difficult and unjust. It is the opposite of a utopia.

While Reading

3. **Read** the text. As you read, **underline** all of the small acts of rebellion Winston performs against the Thought Police.

Nineteen Eighty-Four (adapted excerpt)

By George Orwell

The novel Nineteen Eighty-Four *was published in 1949. It is a dystopian novel that describes a world at war, where the government watches your every move, individualism is persecuted and independent thinking is a crime.*

Behind Winston's back the voice from the **telescreen** was still **babbling** away about pig-iron and the over fulfilment of the Ninth Three-Year Plan. The telescreen received and transmitted simultaneously. Any sound that Winston made, above the level of a very low whisper, would be picked up by it, while he remained within the field of vision which the metal plaque commanded, he could be seen as well as heard. There was of course no way of knowing whether you were being

GLOSSARY

telescreen → electronic box that is a television and a camera

babbling → talking excessively

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watched at any given moment. It was even conceivable that The Thought Police watched everybody all the time. You had to live—did live, from habit that became instinct—in the assumption that every sound you made was overheard, and, except in darkness, every movement scrutinized.

Winston kept his back turned to the telescreen. It was safer; though, as he well knew, even a back can be revealing. A kilometre away the Ministry of Truth, his place of work, **towered** vast and white above the **grimy** landscape. This, he thought with a sort of vague distaste—this was London, chief city of Airstrip One, itself the third most populous of the provinces of Oceania. [. . .]

The Ministry of Truth—Minitrue, in Newspeak—was **startlingly** different from any other object in sight. It was an enormous pyramidal structure of **glittering** white concrete, **soaring up**, terrace after terrace, 300 metres into the air. From where Winston stood it was just possible to read, picked out on its white face in elegant lettering, the three slogans of the Party:

WAR IS PEACE
FREEDOM IS SLAVERY
IGNORANCE IS STRENGTH

The Ministry of Truth contained, it was said, three thousand rooms above ground level, and corresponding levels below. **Scattered** about London there were just three other buildings of similar appearance and size. So completely did they **dwarf** the surrounding architecture that from the roof of Victory Mansions you could see all four of them simultaneously. They were the homes of the four Ministries between which the government was divided. The Ministry of Truth, which concerned itself with news, entertainment, education and the fine arts. The Ministry of Peace, which concerned itself with war. The Ministry of Love, which maintained law and order. And the Ministry of Plenty, which was responsible for economic affairs. Their names, in Newspeak: Minitrue, Minipax, Miniluv, and Miniplenty.

The Ministry of Love was the really **frightening** one. There were no windows in it at all. Winston had never been inside the Ministry of Love, nor within half a kilometre of it. It was a place impossible to enter except on official business, and then only by penetrating through a **maze** of barbed-wire, steel doors and hidden machine gun nests. Even the streets leading up to its outer barriers were patrolled by gorilla-faced guards in black uniforms.

GLOSSARY

towered → stood tall
grimy → dirty
startlingly → surprisingly
glittering → refracting light
soaring up → rising into the air
Scattered → dispersed
dwarf → cause to appear small
frightening → scary
maze → labyrinth

EXTRA READING

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Winston turned round abruptly. He had set his features into the expression of quiet optimism which it was advisable to wear when facing the telescreen. He crossed the room into the tiny kitchen. By leaving the Ministry at this time of day he had sacrificed his lunch in the canteen, and he was aware that there was no food in the kitchen except a large piece of dark-coloured bread which had got to be saved for tomorrow's breakfast. He took down from the shelf a bottle of colourless liquid with a plain white label marked VICTORY GIN. It gave off a sickly, oily smell, as of Chinese rice-spirit. Winston poured out nearly a teacupful, nerved himself for a shock, and gulped it down like a dose of medicine.

Instantly his face turned scarlet and the water ran out of his eyes. The stuff was like nitric acid, and moreover, in swallowing it one had the sensation of being hit on the back of the head with a rubber **club**. The next moment, however, the burning in his **belly** died down and the world began to look more cheerful. He took a cigarette from a crumpled packet marked VICTORY CIGARETTES. He went back to the living-room and sat down at a small table that stood to the left of the telescreen. From the table drawer he took out a penholder, a bottle of ink, and a thick, blank book with a red back and a marbled cover.

For some reason the telescreen in the living-room was in an unusual position. Instead of being placed, as was normal, in the end wall, where it could command the whole room, it was in the longer wall, opposite the window. To one side of it there was an alcove in which Winston was now sitting, and which, when the **flats** were built, had probably been intended to hold bookshelves. By sitting in the alcove, and keeping well back, Winston was able to remain outside the range of the telescreen, so far as sight went. He could be heard, of course, but so long as he stayed in his present position he could not be seen. It was partly the unusual geography of the room that had suggested to him the thing that he was now about to do. [. . .]

The thing that he was about to do was to open a diary. This was not illegal (nothing was illegal, since there were no longer any laws), but if detected it was reasonably certain that it would be punished by death, or at least by twenty-five years in a forced labour camp. Winston fitted a **nib** into the penholder and sucked it to get the grease off. The pen was an archaic instrument, **seldom** used even for signatures, and he had obtained one in secret and with some difficulty, simply because of a feeling that the beautiful creamy paper deserved to be written on with a real nib instead of being scratched with an ink-pencil. Actually he was not used to writing by hand. Apart from very short notes, it was usual to dictate everything into the **speak-write** which was of course impossible for his present purpose.

He dipped the pen into the ink and then hesitated for just a second. A **tremor** had gone through his **bowels**. To mark the paper was the decisive act. In small **clumsy** letters he wrote:

April 4th, 1984.

GLOSSARY

club → thick stick used to hit people, weapon
belly → stomach
flats → apartments
nib → the point of a fountain pen
seldom → not often or rarely
speak-write → machine that understands and records spoken words
tremor → shaking
bowels → intestines
clumsy → awkward

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After Reading

4. Where does this story take place?

City:	_____
Province:	_____
State:	_____

5. **Look** at the Party slogan. **Check** whether it encourages or discourages the concepts below.

	Encourage	Discourage
War		
Freedom		
Ignorance		

6. **Describe** the Ministry of Love.

_____

_____

_____

_____

_____

7. Written in 1949, Orwell's text was a terrifying vision of what the year 1984 would look like. How do his ideas match the reality of our world today? **Write** some similarities and some differences.

Similarities	Differences
• _____	• _____
• _____	• _____
• _____	• _____

FYI

Massively influential in popular culture, *Nineteen Eighty-Four* coined the terms *Big Brother* and *Orwellian*. But its author never lived to see its success: George Orwell died several months after its publication at the age of 46. Working on a tight deadline with constant pressure from his editor, some speculate that it was the novel itself that ended up killing him.

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8. Why do you think keeping a diary in Oceania is punishable by death?

9. Do you think that the purpose of complete surveillance is to protect citizens or to control them?

10. Do you think the Internet is a modern version of Big Brother? Why or why not?

11. What event do you think provoked Winston to start a diary, and what do you believe he includes in it?

12. **Write** a diary entry below from Winston's perspective using information from the text to support your ideas.

→ STORY ANTHOLOGY

In the Story Anthology, read an excerpt from the dystopian novel *The Bar Code Tattoo* by Suzanne Weyn. In this excerpt, the main character struggles with whether or not to get a tattoo that will share all her personal information with the government.

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Simple Present

GRAMMAR CHECK

Read the text. **Circle** all the simple present verbs. **Look** at the charts below and on page 143 if you need help.

Do you use social media? If so, what type of social media user are you?

1. The first types of users are the Fanatics. They update their profiles constantly. *I am on the bus. This is my breakfast.* You get the idea!
2. The second types are the Linkers. They share links to the latest funny videos or websites you absolutely don't want to miss!
3. Then there are the Groupies. They join all the political, social and fan groups. Is it possible to be that involved?
4. Selfie Addicts are next. They constantly post new pictures of themselves looking cool, sexy, mysterious . . . Really, do we need to see ten new pictures of you every day?
5. And finally, we have the Lurkers. They lurk and read your posts without ever making a comment or clicking on "like." Are they really there at all?

G

▶ **Use the simple present** to describe:

- Facts — *Alex-Anne **works** at the grocery store.*
- Habits — *Jean-Christophe **practises** the piano every day.*
- Present states — *She **is** tired today.*

	Affirmative	Negative
	Subject + base form of the **main verb** (+ ***s*** or ***es***) + rest of the sentence.	Subject + ***do***/***does*** + ***not*** + base form of the **main verb** + rest of the sentence.
Singular	*I/You **play***	*I/You **do not** (**don't**)*
	*She/He/It **plays***	*She/He/It **does not** (**doesn't**)*
Plural	*We/You/They **play***	*We/You/They **do not** (**don't**)*
	hockey.	***play** hockey.*

Spelling for third person singular → For verbs that end in *ch, o, s, sh, x, z,* add ***es*** (*watch**es**, go**es***).
For verbs that end in a consonant + *y*, change the *y* to ***i*** and add ***es*** (*tr**ies**, worr**ies***).

Exceptions → The third person singular of *have* is ***has***; the verb *to be*.

Time markers → Include *always, normally, usually, regularly, often, sometimes, occasionally, rarely, never.*

A. C1 **Work** with a classmate. **Discuss** which type of Facebook user you are. Then, **invent** another type of user.

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	Verb *To Be* in the Simple Present	
	Affirmative	**Negative**
	Subject + **am**/**are**/**is** + rest of the sentence.	Subject + **am**/**are**/**is** + **not** + rest of the sentence.
Singular	*I* **am** *(I'm)* *You* **are** *(You're)*	*I* **am** *(I'm)* *You* **are** *(You're)*
Plural	*She/He/It* **is** *(She's)* *We/You/They* **are** *(We're)*	*She/He/It* **is** *(She's)* *We/You/They* **are** *(We're)*
	artistic.	***not*** *artistic.*

Contractions → You can also contract the verb and *not*: *you/we/they* **aren't**, *she/he/it* **isn't**.

B. **Underline** the subjects and **complete** the text below with verbs in the simple present.

No Joke: Laughter Is Good for You

Guess what? Exercise (*be*, negative) isn't [1] the only way to get healthy. A new study (*find*) _____ [2] that regular laughter (*give*) _____ [3] your body some of the same benefits as exercise. Scientists say that laughter (*lower*) _____ [4] blood pressure, (*reduce*) _____ [5] cholesterol levels, (*increase*) _____ [6] antibodies and, most of all, (*improve*) _____ [7] people's moods. They (*suggest*) _____ [8] watching funny movies or comedy routines. Scientists (*understand,* negative) _____ [9] why laughter (*help*) _____ [10] us, but they say that the results (*be*) _____ [11] clear. Now that you know that traditional exercise (*be,* negative) _____ [12] the only key to a healthy life, start laughing more today!

C. **Write** sentences to describe the person in the picture using the verbs provided.

1. (*be*)	
2. (*be,* negative)	
3. (*like*)	
4. (*like,* negative)	
5. (*have*)	
6. (*go*)	

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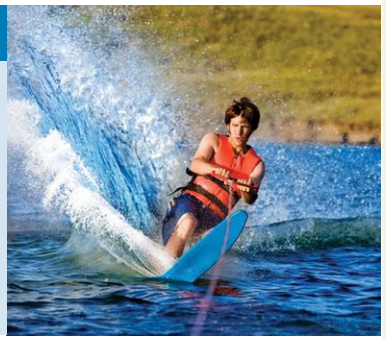
	Yes / No Questions in the Simple Present	
	Verb *To Be*	**Other Verbs**
	Am / ***is*** / ***are*** + subject + rest of the question?	***Do*** / ***Does*** + subject + base form of the **main verb** + rest of the question?
Singular	***Am*** *I* ***Are*** *you* ***Is*** *she / he / it* — *funny?*	***Do*** *I* ***Do*** *you* ***Does*** *she / he / it* — ***work****?*
Plural	***Are*** *we / you / they* — *funny?*	***Do*** *we / you / they* — ***work****?*

	Information Questions in the Simple Present	
	Verb *To Be*	**Other Verbs**
	Question word + ***am*** / ***is*** / ***are*** + subject + rest of the question?	Question word + ***do*** / ***does*** + subject + base form of the **main verb** + rest of the question?
Singular	*Why* ***am*** *I* *Why* ***are*** *you* *Why* ***is*** *she / he / it* — *free?*	*When* ***do*** *I* *When* ***do*** *you* *When* ***does*** *she / he / it* — ***work****?*
Plural	*Why* ***are*** *we / you / they* — *free?*	*When* ***do*** *we / you / they* — ***work****?*

→ Go to pages 227 and 228 for more information about question words.

D. Write yes/no questions in the simple present with words from the chart below. The verbs can be used more than once.

Subject	Verb	Rest of the question
~~Jonathan~~	be	still in Africa
Marcie	like	in the choir
your Uncle Mike	tell	to water ski
Amid	work	at the day camp
you and your sister	sing	~~a vegetarian~~
the English teachers		bad jokes
Ralph		good friends



1. Is Jonathan a vegetarian?
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

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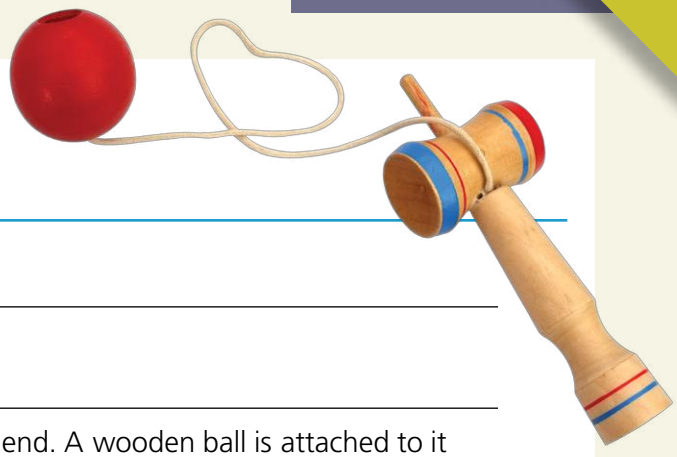

E. **Complete** the interview with yes/no or information questions that fit the answers.

Mike D., Kendama Master

Interviewer: **1.** _____
Mike: A kendama is a traditional Japanese toy.

Interviewer: **2.** _____
Mike: It looks like a hammer with a spike on one end. A wooden ball is attached to it with a string.

Interviewer: **3.** _____
Mike: To play, you swing the ball into the air and catch it in one of the wooden cups or on the spike.

Interviewer: **4.** _____
Mike: Yes, it is difficult at the beginning, then it gets easier, like anything else.

Interviewer: **5.** _____
Mike: I practise for two or three hours each day.

Interviewer: **6.** _____
Mike: Some tricks I know are the *Lighthouse,* the *Earth Spin* and the *Nightingale*. They are really difficult.

Interviewer: **7.** _____
Mike: No, kendama isn't just for kids! There are international competitions for adults.

F. **Write** about your use of social media. How does it affect your life? Are you similar to or different from your friends? **Use** the simple present affirmative and negative.

_____

_____

_____

_____

_____

_____

_____

_____

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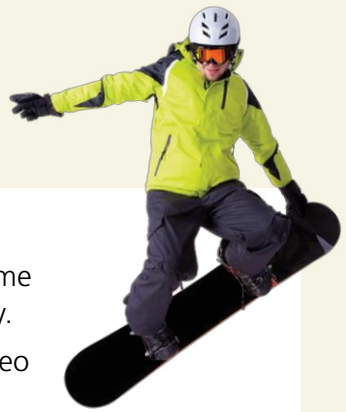
Present Continuous



GRAMMAR CHECK

Read the dialogue. **Circle** all the present continuous verbs. **Look** at the chart below if you need help.

Mom: Hey, Nick. What are you doing?

Nick: I'm watching a video that I downloaded on extreme snowboarding. They are riding in Alaska. It's crazy.

Mom: Really? Where's the cameraman recording the video from? Is he snowboarding too?

Nick: The riders are filming. This one's wearing the camera on his helmet. Oh, no! Look, he's wiping out!

Mom: They're crazy to do that! They're risking an avalanche.

Nick: They're just having a good time!

G

▶ **Use the present continuous** to describe:

- An action that is happening right now — *The snowflakes **are falling**.*
- An action planned for the near future — *She**'s coming** to the party on Saturday.*
- An ongoing action — *I**'m taking** Spanish this year.*

	Affirmative	**Negative**
	Subject + ***am*** / ***are*** / ***is*** + base form of the **main verb** + ***ing*** + rest of the sentence.	Subject + ***am*** / ***are*** / ***is*** + ***not*** + base form of the **main verb** + ***ing*** + rest of the sentence.
Singular	*I **am** (I**'m**)* *You **are** (You**'re**)* *She / He / It **is** (She**'s**)*	***playing** video games.*	*I **am** (I**'m**)* *You **are** (You**'re**)* *She / He / It **is** (She**'s**)*	***not playing** video games.*
Plural	*We / You / They **are** (We**'re**)*		*We / You / They **are** (We**'re**)*	

Contractions → You can also contract the verb and *not*: *you / we / they **aren't**, she / he / it **isn't**.*

Exceptions → Verbs that express states are not generally used in the continuous. These include: *believe, belong, hate, have, hear, know, like, love, need, own, possess, prefer, remember, see, understand* and *want*.

Time markers → For actions in progress: (*right*) *now, today, presently, currently, at this moment*
For actions that will happen soon: *later, tomorrow, this afternoon, in a few hours / days*

Spelling Rules: Continuous Verbs

Verb	Rule	Example
Most verbs (*do, watch*)	Add ***ing***.	*do**ing**, watch**ing***
Verbs that end with one *e* (*bake, move*)	Remove the *e* and add ***ing***.	*bak**ing**, mov**ing***
One-syllable verbs that end with a short vowel + one consonant (except *w, x, y*) (*run*) Two-syllable verbs whose stress falls on the last syllable (*begin*)	Double the last consonant and add ***ing***.	*run**ning**, begin**ning***
Verbs that end with *ie* (*die, lie*)	Replace the *ie* with ***y*** and add ***ing***.	*d**ying**, l**ying***

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A. Complete the sentences with the present continuous of the verbs in parentheses.

1. Anna (*write*) _____ a letter to complain about the magazine article.
2. My team (*take,* negative) _____ the plane to Toronto this evening.
3. A college representative (*come*) _____ to the school today to talk about new programs.
4. Everyone (*look*) _____ forward to school on Tuesday.
5. I heard that Simon (*return,* negative) _____ from Cayo Coco on Saturday.
6. It looks like it (*rain*) _____ again.
7. The latest new cellphones (*sell,* negative) _____ as well as expected.
8. My little sister (*get*) _____ her ears pierced after school.

B. Rewrite the present continuous verbs in the following sentences in the negative. **Use** contractions.

1. People are interacting the way they did 25 years ago.

   _____

2. They are communicating by phone instead of text.

   _____

3. Some people believe that our grammar is improving as a result.

   _____

4. People are writing long messages.

   _____

5. This means they are developing their ideas.

   _____

6. However, experts claim that language is deteriorating.

   _____

7. People are responding to each other more slowly than before.

   _____

8. Personally, I am enjoying the freedom and creativity that social media provide.

   _____

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	Questions in the Present Continuous	
	Yes / No Questions	**Information Questions**
	Am / ***Are*** / ***Is*** + subject + base form of the **main verb** + ***ing*** + rest of the question?	Question word + ***am*** / ***is*** / ***are*** + subject + base form of the **main verb** + ***ing*** + rest of the question?
Singular	*Am I* *Are you* *Is she / he / it*	***listening*** *to her?*	*Why **am** I* *Where **are** you* *When **is** she / he / it*	***listening*** *to her?*
Plural	*Are we / you / they*		*How **are** we / you / they*	

→ Go to pages 227 and 228 for more information about question words.

C. **Write** yes/no questions in the present continuous with words from the chart below.

Subject	Verb	Rest of the question
~~the leaves~~	sign up	for hockey
the football team	plan	to hold the fundraiser next month
Jeremy and Olivier	leave	as soon as they are ready
your cat	~~change~~	~~colour~~
her parents	go	to the veterinarian
the organizers	play	in the play-offs

1. Are the leaves changing colour?
2. _____
3. _____
4. _____
5. _____
6. _____

D. **Write** an information question about the information underlined in each sentence.

Countdown to the Oscars

1. _____
   TV crews are setting up the cameras.

2. _____
   Workers are rolling out the red carpet at the front entrance of the Kodak Theater.

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3. _____

Fans are predicting which film will get the most awards.

4. _____

Celebrities are smiling because they want their pictures taken!

5. _____

Designers are adding last-minute touches to the stars' outfits.

6. _____

Jewellers are sending their latest designs to the stars.

7. _____

The Hollywood hospitality industry is preparing by adding the stars' preferences to rooms and menus.

8. _____

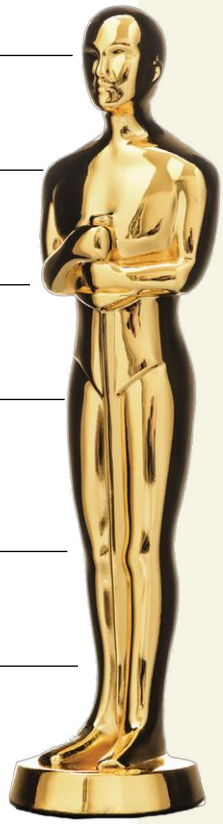
Over a thousand bottles of champagne are arriving for the Governor's Ball.

9. _____

Oscar nominees are expecting the show to last three hours.

10. _____

The nominees are holding their breath in anticipation.



E. **Imagine** that you are at an event like a sports match, concert or cultural event. **Describe** what is happening. **Use** the present continuous, including the affirmative and negative. **Read** your text to a friend and **have** them guess where you are.

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RED FLAG

Use the simple present for facts, habits, feelings and present states. Use the present continuous for an action happening right now, an action planned for the near future or an ongoing action.

F. **Complete** the report with the simple present or present continuous of the verbs in parentheses. **Use** contractions where possible.

Breaking News on the Mountain

Good afternoon, this (*be*) _____[1] Hugo Levasseur, QTV. I (*report*) _____[2] from a ski resort in the Charlevoix region. I (*be*) _____[3] at the top of the western slope, where a moose (*stand*) _____[4]. It (*look*) _____[5] young and (*appear*) _____[6] confused. Moose normally (*stay*) _____[7] deep in the woods. They (*come,* negative) _____[8] usually _____[9] out during the day. It (*look*) _____[10] around. I think it (*try*) _____[11] to decide which direction to go. Children (*laugh*) _____[12] and skiers (*take*) _____[13] pictures with their cellphones before the animal runs away. Wait! Now, it (*run*) _____[14] down the hill! Everyone (*try*) _____[15] to get out of the way. I (*see*, negative) _____[16] it anymore but I'll ski down and take a look.

G. **Complete** the advisory about vehicle accidents using the simple present or present continuous.

Attention: Moose Crossing!

Québec drivers (*need*) _____[1] to be more vigilant when they (*cross*) _____[2] the Parc des Laurentides because the number of collisions with moose and deer (*grow*) _____[3]. One of the reasons for this increase (*be*) _____[4] the warmer winters: animals (*produce*) _____[5] more young and the young (*survive*) _____[6]. This means that more moose and deer (*wander*) _____[7] in the park. Another reason (*be*) _____[8] that more campers (*feed*) _____[9] wild animals, so they (*become*) _____[10] less scared of people and cars. Animals (*move*) _____[11] to cleared areas near roads for various reasons. In summer, they (*try*) _____[12] to avoid flies, which (*breed*) _____[13] in damp wooded areas, or (*look*) _____[14] for food along the roadside. In winter, they (*take*) _____[15] advantage of cleared roads to travel more easily as they (*migrate*) _____[16]. Taking extra care (*be*) _____[17] the best way to ensure a safe journey. Be alert!

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Simple Past

Interactive Workshops

Shakespeare Hits the Town

Parents, friends and students alike were delighted with the production of *A Midsummer's Night Dream* that Grand Falls High School drama students put on last Saturday night. A record crowd laughed, sighed and applauded as the play held the spectators spellbound in the school's packed auditorium. The actors gave an unforgettable performance of the two couples' tumultuous romances. The drama teacher had nothing but praise for the cast and crew's dedication and hard work. The show didn't even interrupt the students' studies. The actors started learning their lines in the fall. Despite the extra time they spent on rehearsals, they didn't miss a single exam or assignment. Their drama teacher commented with pride that they were absolutely wonderful.

GRAMMAR CHECK

Read the note. **Underline** the regular simple past verbs. **Circle** the irregular simple past verbs. **Look** at the charts below and on page 152 if you need help.

G

▶ **Use the simple past** to describe:

- An action or event completed in the past at a definite time
  *Charles-Antoine **got** his driver's licence yesterday.*
- An action or event that took place over a completed period of time in the past
  *Lara **skated** for the Villeneuve Figure Skating Club for 10 years.*
- A past habit
  *My uncle always **bought** his morning paper at that convenience store.*
- An action that interrupts another action that was in progress in the past
  *Joey **arrived** while I was was eating supper.*

	Affirmative		
	Verb *To Be*	**Regular Verbs**	**Irregular Verbs**
	Subject + **was**/**were** + rest of the sentence.	Subject + base form of the **main verb** + **d**/**ed**/**ied** + rest of the sentence.	Use the list on page 242 to learn the past tense of irregular verbs.
Singular	*I **was** / You **were** / She/He/It **was** ... happy.*	*I/You/She/He/It **loved** the show.*	*I/You/She/He/It **slept** all day.*
Plural	*We/You/They **were** ... happy.*	*We/You/They **loved** the show.*	*We/You/They **slept** all day.*

Time markers → Include *yesterday, last week/month/year, on Monday, in August, in 2010, when I was little, a few minutes/hours/days/years ago.*

→ Go to page 242 for a list of irregular verbs and their past forms.

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Spelling Rules: Regular Past Tense Verbs		
Verb	**Rule**	**Example**
Most verbs that end with a consonant (*open, play*)	Add ***ed***.	*open**ed**, play**ed***
Verbs that end with *e* (*disagree, live*)	Add ***d***.	*disagree**d**, live**d***
Verbs that end with a consonant + *y* (*fry, marry*)	Change the *y* to ***i*** and add ***ed***.	*fr**ied**, marr**ied***
One-syllable verbs that end with a short vowel + one consonant (except *w, x, y*) (*hop*) Two-syllable verbs whose stress falls on the last syllable (*admit*)	Double the last consonant and add ***ed***.	*hop**ped**,* *admit**ted***

A. Complete the chart. **Pay attention** to spelling.

Present	Simple past	Present	Simple past
	hoped	bury	
bring			struck
	met	rip	
speak		agree	
build		dye	
forbid			thought

B. Complete the article with verbs in the simple past.

Upshot Spotlight on Music

Women (*save*) _____[1] the music industry this year as female artists (*sell*) _____[2] record numbers of downloads and albums. Female singers (*hit*) _____[3] the top of the charts at a time when the music industry (*appear*) _____[4] dismal because of low album sales. Experts (*say*) _____[5] that the turnaround is due to the increased amount of money producers (*spend*) _____[6] on music videos featuring female performers. In addition, the singers (*attend*) _____[7] every awards show possible and actively (*promote*) _____[8] their products. The increased awareness (*help*) _____[9] improve sales. Social media buzz also (*boost*) _____[10] sales and (*multiply*) _____[11] downloads.

C. Work with another student. **Write** a list of 15 verbs. **Use** the irregular verb list on page 242. **Exchange** your list with another team's. **Write** a news article with the verbs on the list. **Share** your creations and **vote** on the most interesting article.

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D. Use the prompts to write sentences in the simple past.

1. Jonathan/have/to study all weekend

_____

2. Soel's dog/vanish/into the woods

_____

3. The boys/to be/at school/yesterday

_____

4. The thief/freeze/when the alarm/ring

_____

5. The math teacher/mislead/us/about the difficulty of the exam

_____

6. Jeremy/undo/his sleeping bag zipper/and/crawl/inside

_____

7. When/the sun/rise/I/get up/and/leave/for work

_____

8. I/mistake/my father/for a thief/and/call/the police

_____

E. Complete the dialogue with verbs in the simple past.

So Forgetful!

Vanessa: Hey, Cesia. I (*send*) _____ [1] you an email message last night.

Cesia: Oh, really? I (*get*) _____ [2] home late from judo practice and (*go*) _____ [3] straight to bed.

Vanessa: I (*have*) _____ [4] a question for you about our physics project.

Cesia: What physics project? I (*think*) _____ [5] you (*decide*) _____ [6] to be partners with Simon.

Vanessa: I (*be*) _____ [7] sure I (*tell*) _____ [8] you I (*want*) _____ [9] to be your partner.

Cesia: I (*do*) _____ [10] my project with Naomi.

Vanessa: Oh, boy. I can't remember if Mr. Moreau (*tell*) _____ [11] us he (*want*) _____ [12] it today or Tuesday.

Cesia: I (*hear*) _____ [13] him say the project (*be*) _____ [14] due on Tuesday. You probably (*write*) _____ [15] it in your agenda.

Vanessa: I (*lose*) _____ [16] my agenda.

Cesia: That (*be*) _____ [17] your third agenda this year!

Vanessa: Oh, wait a second, I (*find*) _____ [18] it: Tuesday. Whew! Looks like I'm safe. Now, if I could just remember where I (*put*) _____ [19] my French text.

Cesia: Vanessa!

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	Negative	
	Verb *To Be*	**All Other Verbs**
	Subject + ***was*** / ***were*** + ***not*** + rest of the sentence.	Subject + ***did*** + ***not*** + base form of the ***main verb*** + rest of the sentence.
Singular	*I* ***was not*** (***wasn't***) *You* ***were not*** (***weren't***) *She / He / It* ***was not*** (***wasn't***) — *home.*	*I* ***did not*** (***didn't***) *You* ***did not*** (***didn't***) *She / He / It* ***did not*** (***didn't***) — ***want*** *to go.*
Plural	*We / You / They* ***were not*** (***weren't***)	*We / You / They* ***did not*** (***didn't***)

F. **Complete** the speech bubbles with *wasn't*, *weren't* or *didn't*.

Troubleshooters

Lydia:

What did you do to the computer? It isn't working.

Are you sure you _____ [2] go on that new game site last night?

You _____ [4] the last one on the computer?

You _____ [7] on the computer, then?

I _____ [9] use the computer.

Yes . . . Oh! I get it. Back in a second. [A few seconds later] Guess what? It _____ [11] plugged in!

Daniel:

I _____ [1] do anything.

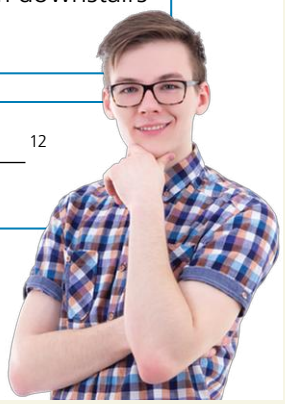
No, I _____ [3] here.

No, I _____ [5] even touch the computer last night. I _____ [6] at home.

Hold on, _____ [8] you using the computer?

Wait, _____ [10] Mom downstairs last night?

You mean you _____ [12] even check that? Oh, brother!



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	Yes / No Questions in the Simple Past	
	Verb *To Be*	**Other Verbs**
	Was / ***Were*** + subject + rest of the question?	***Did*** + subject + base form of the **main verb** + rest of the question?
Singular	***Was*** *I* ***Were*** *you* ***Was*** *she / he / it*	*interested?*	***Did*** *I / you / she / he / it*	***have*** *a good time?*
Plural	***Were*** *we / you / they*	***Did*** *we / you / they*

	Information Questions in the Simple Past	
	Verb *To Be*	**Other Verbs**
	Question word + ***was*** / ***were*** + subject + rest of the question?	Question word + ***did*** + subject + base form of the **main verb** + rest of the question?
Singular	*When* ***was*** *I* *Why* ***were*** *you* *Where* ***was*** *she / he / it*	*in Toronto?*	*When* ***did*** *I / you / she / he / it*	***leave****?*
Plural	*Why* ***were*** *we / you / they*	*Why* ***did*** *we / you / they*

→ Go to pages 227 and 228 for more information about question words.

G. Write yes / no questions to match the answers below.

1. _____
Yes, Lea called me during March break.

2. _____
No, the speed skater was not down when the other skater passed her.

3. _____
No, the neighbours were not at home when the package arrived.

4. _____
Yes, the students were photographed for the school newspaper.

5. _____
Yes, my best friend left the auditorium during the intermission.

6. _____
No, the bassist did not record a new album last year.

7. _____
Yes, I was there when Hugo and Karine dove off the cliff in Acapulco.

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H. **Complete** the dialogue with yes/no questions and information questions using the simple past. **Use** the underlined information to write the questions.

Interviewer: Welcome, gamers. Today, we are speaking to Cody, a video game creator. Welcome to our show!

Cody: Nice to be here.

Interviewer: **1.** _____

Cody: When I was a kid, I spent hours playing video games. That inspired me to choose my career.

Interviewer: **2.** _____

Cody: Yes, I went to CEGEP.

Interviewer: **3.** _____

Cody: I went into the video game design program.

Interviewer: **4.** _____

Cody: The program lasted one year.

Interviewer: **5.** _____

Cody: Yes. I did an internship at Ubisoft. I was lucky to have had that opportunity.

Interviewer: **6.** _____

Cody: The internship was 300 hours.

Interviewer: **7.** _____

Cody: I worked specifically on lighting and some special effects during my internship.

Interviewer: **8.** _____

Cody: I enjoyed working with the specialists and experts in the industry. I learned so much!

Interviewer: Thank you for talking to us, Cody.

I. **Write** about a concert, movie or show that you went to recently. **Add** details about when, where, why, how, with whom. **Use** the simple past.

_____

_____

_____

_____

_____

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Past Continuous

Photo Memories

Mike: Hey, what were you looking at on your cellphone?

Carolanne: I was laughing about this picture of my brothers and I. We were fooling around at a rest stop by the highway.

Mike: What were you doing there?

Carolanne: Oh, that was when we were driving down to Virginia Beach last summer.

Mike: You went to Virginia Beach with your family?

Carolanne: Yes, we went for three weeks [continues scrolling through pictures].

Mike: Stop! What was your brother doing onstage?

Carolanne: Oh, that was when he was playing in a music festival. I think it was in Jonquière.

Mike: Wow! You're always doing fun things.

Carolanne: That's true, but what were *you* doing when I was in Virginia last summer? Weren't you vacationing in Europe?

Mike: Oh, that's right. I was touring the Alps with my aunt and uncle.

Carolanne: See? The grass is not *always* greener on the other side of the fence!

GRAMMAR CHECK

Read the dialogue. **Circle** the past continuous verbs. **Underline** the simple past verbs. **Look** at the chart below if you need help.

How many of each did you find?

____ Past continuous

____ Simple past

G

▶ **Use the past continuous** to describe:

- An action in progress at a specific point of time in the past
  *The girl **was skiing** down the slope this afternoon.*
- A past action that was happening at the same time as another event
  *The girl **was skiing** down the slope while the cameraman **was filming** her.*
- An action in progress in the past that was interrupted by another action
  *The girl **was skiing** down the slope when she lost control.*

	Affirmative	Negative
	Subject + ***was*** / ***were*** + base form of the **main verb** + ***ing*** + rest of the sentence.	Subject + ***was*** / ***were*** + ***not*** + base form of the **main verb** + ***ing*** + rest of the sentence.
Singular	*I **was*** / *You **were*** / *She / He / It **was***	*I **was not** (**wasn't**)* / *You **were not** (**weren't**)* / *She / He / It **was not** (**wasn't**)*
Plural	*We / You / They **were***	*We / You / They **were not** (**weren't**)*
	watching *a movie.*	***watching*** *a movie.*

Time markers → Include *at, while, during, when*.

→ Go to page 151 for access to an interactive workshop that includes the past continuous.

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A. Use the timeline of events to write sentences using the past continuous.

Subway Theft

10:18 p.m.: I get on the Orange Line of the Montréal metro.
10:20 p.m.: Train stops at Rosemont station, doors open.
10:21 p.m.: Man who listens to music boards train.
10:22 p.m.: Man rudely pushes past other passengers to sit down.
10:23 p.m.: Train doors close. Other passengers avoid man.
10:23 p.m.: A female passenger asks the man a question.
10:24 p.m.: Man removes his cellphone from pocket to turn down the volume.
10:24 p.m.: Woman grabs cellphone as train stops at Beaubien station.
10:25 p.m.: Train doors open and thief runs away.
10:26 p.m.: Man runs after her. Man yells for her to stop.

1. At 10:18 p.m. I was getting on the Orange Line of the Montréal metro.
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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B. **Complete** the sentences with verbs in the past continuous.

Professional Athletes: Bad Breaks off the Field

1. Football quarterback Brian Griese (*climb*) _____ the stairs when he tripped over his dog. He probably (*look*, negative) _____ where he (*go*) _____.
2. Baseball player Joel Zumaya (*play*) _____ so much *Guitar Hero* that he hurt his wrist and almost missed the World Series.
3. Rafael Nadal (*enjoy*) _____ a platter of fajitas when he burned his hand and had to wear a bandage while playing tennis.
4. Soccer player Paulo Diogo (*climb*) _____ over a fence when his ring finger got caught and was ripped off.
5. Glenallen Hill (*sleep*) _____ when he dreamed that spiders (*crawl*) _____ all over him. The baseball player (*leap*) _____ out of bed to escape when he crashed into a glass table and cut his foot.
6. Hockey defenceman Brent Sopel (*bend*) _____ down to pick up a cracker when he threw out his back and missed several games.
7. Baseball player John Smoltz once burned his chest while he (*iron*) _____ a shirt that he (*wear*) _____ still _____ !

C. C1 **Work** with a classmate. **Take turns** describing a freak accident you or a friend witnessed or heard about. **Include** details about who, where, when, why and how. **Use** the simple past and past continuous. **Take notes** on your classmate's story below.

Who? _____

Where? _____

When? _____

Why? _____

How? _____

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	Questions in the Past Continuous	
	Yes / No Questions	**Information Questions**
	Was / ***Were*** + subject + base form of the **main verb** + ***ing*** + rest of the question?	Question word + ***was*** / ***were*** + subject + base form of the **main verb** + ***ing*** + rest of the question?
Singular	***Was*** *I* ***Were*** *you* ***Was*** *she / he / it* — ***driving*** *fast?*	*When* ***was*** *I* *Where* ***were*** *you* *Why* ***was*** *she / he / it* — ***driving*** *fast?*
Plural	***Were*** *we / you / they*	*How* ***were*** *we / you / they*

→ Go to pages 227 and 228 for more information about question words.

D. In the agenda below, **write** one activity a day that you did last week. **Indicate** the time of the activity. **Use** the past continuous.

SATURDAY	SUNDAY	MONDAY	TUESDAY
At 9:15 a.m., I was playing soccer.			

WEDNESDAY	THURSDAY	FRIDAY

E. **Work** with a partner. **Write** three yes / no questions and three information questions about the activities in your partner's agenda. **Use** the past continuous. For example: *Were you playing against a local team? Which team were you playing against?*

1. _____

_____

2. _____

_____

3. _____

_____

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Simple Past or Past Continuous?	
Simple Past	**Past Continuous**
A completed action *I **cooked** a great meal last night.*	An action in progress in the past *He **was studying** for his exam last night.*
An action that interrupted an action in progress *My friend **called** while I was cooking.*	An ongoing action interrupted by another action *I **was cooking** when my friend called.*
A sequence of completed actions that happened one after another *I **cleaned** the table, **washed** the dishes and **put** everything away.*	In descriptions of the past, with the simple past *It **was raining** and the wind **was blowing**.* *Suddenly the rain stopped and the sun came out.*

F. **Complete** the sentences with verbs in the simple past or the past continuous.

1. It (*rain*) _____ hard outside. The cat (*sleep*) _____ in front of the fireplace, and I (*read*) _____ a book. Suddenly, someone (*knock*) _____ at the door. The cat (*wake up*) _____, and I (*get up*) _____ to answer the door.

2. While we (*watch*) _____ the movie last night, the woman in front of us (*text*) _____ on her cellphone. It (*be*) _____ so annoying that I (*tell*) _____ her to stop. She (*leave*) _____ the theatre.

G. **Complete** the article with verbs in the simple past or past continuous.

Superman Illustrator, Jack Burnley

Jack Burnley (*be*) _____[1] born in 1911. DC Comics (*hire*) _____[2] him when he was only 20 years old. Burnley (*become*) _____[3] the first artist to create *Superman* comics outside of the Shuster Studio. He soon (*start*) _____[4] producing *Action Comics* stories. He (*contribute*) _____[5] to issues 28 to 32 of the publication. Burnley (*go on*) _____[6] to illustrate *Superman* stories for the *World's Finest Comics* collection. He also (*do*) _____[7] *Batman* covers and stories. When he (*leave*) _____[8] the comic book industry in 1947, he (*do*) _____[9] cover illustrations for several publications. He (*continue*) _____[10] his career at the *Pittsburgh Sun-Telegraph*, and (*work*) _____[11] for the *San Francisco News* when he (*retire*) _____[12] in 1976. The famous cartoonist (*die*) _____[13] on December 19, 2006, though the work he (*do*) _____[14] to illustrate *Superman* lives on forever.

H. On a sheet of paper, **write** a description of a room you were in recently, and what happened there. **Use** the past continuous for descriptions and the simple past for things that happened.

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The Future

Interactive Workshop

GRAMMAR CHECK

Read the candidacy speech. **Underline** the future verbs. **Look** at the charts below and on page 163 if you need help.

VOTE FOR US!

Sarah and I are proud to present our candidacies for student council representatives this year. We are going to be the best class reps in the school! We will be there for you.

– First of all, we will attend every student council meeting this year. We are not going to give up until our voices are heard!

– Second, we will place a special box for your suggestions in our homeroom class. We will present your ideas at the meetings.

– Third, we are going to push for a student trip to New York or Florida. You will not sell chocolate this year to raise money. We are going to find sponsors to fund our outings.

– Finally, we will give you the most memorable year ever. Vote for us. You won't regret it!

Future with *Will*

G

▶ **Use the simple future** to describe:

- Future actions or states — *Our volleyball team **will play** in the tournament next April.*
- Predictions — *The Canadiens **will win** the next Stanley Cup!*
- Promises — *I **will study** hard for the exam.*
- Spontaneous decisions — *The doorbell is ringing. I **'ll** answer it.*

	Affirmative	Negative
	Subject + ***will*** + base form of the **main verb** + rest of the sentence.	Subject + ***will*** + ***not*** + base form of the **main verb** + rest of the sentence.
Singular	*I / You / She / He / It*	*I / You / She / He / It*
Plural	*We / You / They*	*We / You / They*
	***will** (**'ll**) **leave** soon.*	***will not** (**won't**) **leave** soon.*

Time markers → Include *later, tonight, tomorrow, next week / month / year / summer.*

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Future with *Be Going To*

G

▶ **You can also use *be* + *going to*** to talk about the future. It is commonly used to describe:

- Intentions — *My parents **are going to buy** a new car this weekend.*
- Predictions — *It**'s going to be** a close game.*

	Affirmative	**Negative**
	Subject + ***am*/*are*/*is*** + ***going to*** + base form of the **main verb** + rest of the sentence.	Subject + ***am*/*are*/*is*** + ***not*** + ***going to*** + base form of the **main verb** + rest of the sentence.
Singular	*I **am** (I**'m**)* *You **are** (You**'re**)* *She/He/It **is** (She**'s**)*	***going to leave** soon.*	*I **am** (I**'m**)* *You **are** (You**'re**)* *She/He/It **is** (She**'s**)*	***not going to leave** soon.*
Plural	*We/You/They **are** (We**'re**)*		*We/You/They **are** (We**'re**)*	

Contractions → You can also contract the verb *to be* and *not*: *you/we/they **aren't***, *she/he/it **isn't***.

A. Read the following activities below. **Check** the ones that you think you will do during March break. Then, **write** sentences about them with *will* or *won't*.

◯ sleep in every day	◯ work	◯ go skiing
◯ play video games	◯ go on vacation with my family	◯ get a haircut
◯ watch the latest movies	◯ go shopping	◯ eat a lot
◯ stay up late	◯ visit friends	◯ read

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

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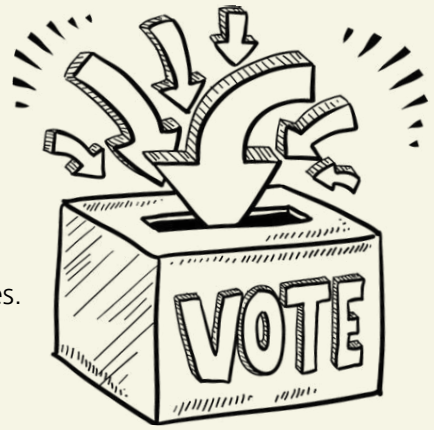
B. Complete the sentences with the *be going to* form of the verbs in parentheses.

Student Politics

1. Students who want to run for class president (*submit*) _____ their candidacies by Friday.
2. The principal (*interview*) _____ the candidates in person.
3. I (*run,* negative) _____ in the election this year.
4. The candidates (*present*) _____ their election speeches this week.
5. We (*listen*) _____ to all their ideas.
6. They (*make*, negative) _____ false promises.
7. The students (*cast*) _____ their votes.
8. The principal (*announce*, negative) _____ the winner until every vote is tallied.



	Future with *Will*	
	Yes / No Questions	**Information Questions**
	Will + subject + base form of the **main verb** + rest of the question?	Question word + **will** + subject + base form of the **main verb** + rest of the question?
Singular	**Will** *I / you / she / he / it*	*When* **will** *I*
		Why **will** *you*
		Where **will** *she / he / it*
Plural	**Will** *we / you / they*	*Why* **will** *we / you / they*
	need *a passport?*	**need** *a passport?*

	Future with *Be Going To*	
	Yes / No Questions	**Information Questions**
	Am / Are / Is + subject + **going to** + base form of the **main verb** + rest of the question?	Question word + **am / are / is** + subject + **going to** + base form of the **main verb** + rest of the question?
Singular	**Am** *I*	*Why* **am** *I*
	Are *you*	*Where* **are** *you*
	Is *she / he / it*	How **is** *she / he / it*
Plural	**Are** *we / you / they*	*When* **are** *we / you / they*
	going to study *abroad?*	**going to study** *abroad?*

→ Go to pages 227 and 228 for more information about question words.

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C. **Imagine** what life will be like in 2050. **Write** one yes/no question and one information question using *will* and *be going to*.

1. Children: Will children play outside?
   What are children going to learn in school?
2. Teens: _____
3. Transportation: _____
4. Houses: _____
5. Food: _____
6. Communication: _____
7. Entertainment: _____
8. School: _____
9. The environment: _____
10. Human rights: _____

D. C1 **Work** with a classmate. **Discuss** how life will be better or worse in 2050. **Use** both forms of the future.

E. **Write** about what you think life will be like in 2050 by answering a question from Exercise C. **Use** *will* and *be going to* in the affirmative and negative forms. **Write** your ideas on a sheet of paper.

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Future Continuous

GRAMMAR CHECK

Read the article. **Underline** the future continuous verbs. **Look** at the chart below if you need help.

The Future of Job Hunting

Specialists in human resources and career planning predict that today's teens will be searching for jobs and working differently in the future because of changes in technology. Here are just a few examples.

– They will be consulting online information banks to learn more about potential employers, job descriptions, competitor profiles and contacts.

– They will not be working in the conventional linear way that former generations used to since they will be more comfortable with multi-tasking.

– Job interviews will be taking place over video platforms for quicker results.

– Employers will be communicating with candidates through social media.

– In short, the entire job search process will be accelerating as technology progresses.

G

▶ **Use the future continuous** to describe:

- An action in progress over a period of time in the future
  I won't be able to come to the meeting. I ***will be working****.*
- An ongoing action in the future
  They ***will be training*** *for the competition every day next week.*

	Affirmative	Negative
	Subject + ***will*** + ***be*** + base form of the ***main verb*** + ***ing*** + rest of the sentence.	Subject + ***will*** + ***not*** + ***be*** + base form of the ***main verb*** + ***ing*** + rest of the sentence.
Singular	*I / You / She / He / It*	*I / You / She / He / It*
Plural	*We / You / They*	*We / You / They*
	will (‘ll) be arriving *soon.*	***will not (won’t) be arriving*** *soon.*

Time markers → Include *soon, any minute, tomorrow, next week / month / year, this time next week / month / year.*

→ Go to page 162 for access to an interactive workshop that includes the future continuous.

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A. Complete the sentences with the future continuous of the verbs in parentheses.

1. Olivier (*graduate*) _____ next year.
2. Most of the students in my class (*register*, negative) _____ for the resumé workshop next week.
3. Jenna and Eric (*travel*) _____ to Costa Rica in February.
4. If you are like the average teen, you (*spend*, negative) _____ your summer relaxing in the sun because you (*work*) _____ at your first summer job.
5. Hugo tells me he (*join*) _____ his sister in Whistler. They (*stay*) _____ in Blackcomb this winter.

B. Rewrite these sentences in the negative.

1. The class president will be coming to the audition.

_____

2. The principal will be speaking about the talent show.

_____

3. A few students will be auditioning tomorrow afternoon.

_____

4. The teachers will be asking for student volunteers to help.

_____

5. Only two performers will be presenting this year.

_____

6. The principal will be counting on the students to choose the performers.

_____

7. The auditioners will be lining up in the hallway.

_____

8. Four teachers and the principal will be judging the presentations.

_____

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	Questions in the Future Continuous	
	Yes / No Questions	**Information Questions**
	Will + subject + ***be*** + base form of the **main verb** + ***ing*** + rest of the question?	Question word + ***will*** + subject + ***be*** + base form of the **main verb** + ***ing*** + rest of the question?
Singular	***Will*** *I / you / she / he / it*	*When* ***will*** *I* *Why* ***will*** *you* *Where* ***will*** *she / he / it*
Plural	***Will*** *we / you / they*	*Why* ***will*** *we / you / they*
	be moving *to Florida?*	***be moving*** *to Florida?*

→ Go to pages 227 and 228 for more information about question words.

C. **Complete** the dialogue with yes/no and information questions. **Use** the underlined information to write the questions.

Martine: _____ 1
Sarah: I'll be going to Peru this summer.

Martine: _____ 2
Sarah: No, I won't be touring with my family.

Martine: _____ 3
Sarah: I'll be travelling with a group from the archeology club.

Martine: _____ 4
Sarah: I'll be working on an archeological dig.

Martine: _____ 5
Sarah: Ten other teens and three experts will be participating.

Martine: _____ 6
Sarah: We will be staying for two weeks.

Martine: _____ 7
Sarah: I'll be leaving on June 10.

Martine: Sounds exciting! Have a great trip.

D. **Write** a short text on a sheet of paper to describe a workplace of the future. **Use** the future continuous.

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Present Perfect

GRAMMAR CHECK

Read the diary entry. **Circle** the present perfect verbs. **Look** at the chart below to help you.

Dear Diary,

That's it! I have decided that I have had enough. It is time for a change. I have read so much lately about how companies manipulate teens to BUY, BUY, BUY that I have resolved to live more simply this year. To begin with, I have started saving my allowance. I haven't been to the mall in a week now! I have also cleaned out my closet. I have given away all the clothes that I haven't worn for six months. I have also given my old MP3 player to my little brother. I have even considered doing volunteer work at the community centre, but I haven't spoken to my parents about it yet. I think I have started a new chapter in my life.

G

▶ **Use the present perfect** to describe:

- An action that was completed at an unspecified time in the past
  *They **have** already **moved**.*
- A recently completed action
  *I **have** just **finished** my lunch.*
- An action that began in the past and continues in the present
  *Jeff **has lived** in Ottawa for many years.*

RED FLAG

Place adverbs between the auxiliary and the past participle: *I **have already** **done** it.*

	Affirmative	Negative
	Subject + **has**/**have** + **past participle** of the **main verb** + rest of the sentence.	Subject + **has**/**have** + **not** + **past participle** of the **main verb** + rest of the sentence.
Singular	*I **have** (I'**ve**)* *You **have** (You'**ve**)* *She/He/It **has** (She'**s**)*	*I **have not** (I **haven't**)* *You **have not** (You **haven't**)* *She/He/It **has not** (She **hasn't**)*
Plural	*We/You/They **have** (We'**ve**)*	*We/You/They **have not** (We **haven't**)*
	***played** that game before.*	***played** that game before.*

To form the past participle of regular verbs, add **ed** to the base form of the verb.

Contractions → You can use the contractions of *to have* in the affirmative and negative: you'**ve** or you haven**'t**

Time markers → Include *for, since, before, twice, never, ever, already, recently, yet* and *just*.

→ Go to page 242 for a list of irregular verbs and their past participles.

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A. Complete the sentences with the present perfect.

Teen clothing companies (*use*) _____[1] attractive models to sell their products for decades. Some would argue that nothing (*change*) _____[2]. However, others say that the general look of these models (*alter*) _____[3] over the years. For example, action figures and music videos (*reinforce*) _____[4] the image of fit and healthy young men. As for girls, teen magazines and retailers (*continue*) _____[5] portraying them as excessively skinny. Although a number of studies and TV reports (*demonstrate*) _____[6] that these images no longer reflect reality, advertisers (*keep up,* negative) _____[7]. Some schools (*start*) _____[8] campaigns to encourage healthier teen images. One local school (*hold*) _____[9] a *Be You, Be Real* day to promote tolerance and openness of different body types.

B. Write affirmative and negative sentences in the present perfect. **Use** contractions.

Affirmative	Negative
1. I've taken my driving test.	_____
2. _____	Julia hasn't finished her book report.
3. They've won the championship.	_____
4. _____	Tim hasn't seen the Eiffel Tower.
5. You've waited long enough.	_____
6. _____	We haven't raised a lot of money.
7. I've used my mother's credit card.	_____
8. _____	It hasn't been sunny all week.
9. You've tried Marie's cupcakes.	_____
10. _____	They haven't sold out of tickets.

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C. **Complete** the sentences with the correct form of the present perfect.

New York, Then and Now

Since the attacks of September 11, 2001, a few things have changed in New York City.

1. The number of firefighters in the city (*remain*) _____ more or less the same from 2001 to 2010.
2. The cost of a condo in lower Manhattan (*rise*) _____ to around $25 000… per square metre!
3. The International Code Council (*approve*) _____ more than 20 recommendations for the construction of high-rise buildings.
4. They (*amend*) _____ building code regulations for better emergency stairwells.
5. One furniture store manager claims that nothing (*change*) _____ for him.
6. New York residents (*accept*) _____ that there are more security police officers patrolling the city streets.
7. A hotel and shopping concourse (*rise*) _____ from the site of Ground Zero.
8. The city (*regain*) _____ a certain serenity since the tragedy of 9/11.
9. The memories of the tragedy (*disappear*, negative) _____.
10. Some victims' families (*get over*, negative) _____ their losses.
11. Life (*return*, negative) _____ to what it was before 9/11.

D. C1 With a classmate, **discuss** three places you have visited and three places you have not yet visited. **Compare** your experiences.

E. **Complete** the sentences with the correct adverb: *since, until, ever, over* or *for.*

1. Jasmine has not bought any products from that company _____ she saw the report on TV about fair trade.
2. Our class has worked on the advertising for the talent show _____ five weeks now.
3. The radio show was about how subliminal messages in advertising have been reduced _____ the last two years.
4. Have you _____ noticed how brand name products are strategically placed in clothing stores?
5. Most people don't realize how they have been influenced _____ they are made aware of marketing tactics.
6. James has played soccer _____ five years. Nick has played _____ he started high school.

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	Questions in the Present Perfect	
	Yes / No Questions	**Information Questions**
	Has / ***Have*** + subject + **past participle** of the **main verb** + rest of the question?	Question word + ***has*** / ***have*** + subject + **past participle** of the **main verb** + rest of the question?
Singular	***Have*** *I / you / she / he / it*	*When* ***have*** *I* *Why* ***have*** *you* *Where* ***has*** *she / he / it*
Plural	***Have*** *we / you / they*	*Why* ***have*** *we / you / they*
	seen *that movie?*	***seen*** *that movie?*

→ Go to pages 227 and 228 for more information about question words.

F. **Use** the prompts to write questions in the present perfect. Then, **answer** the questions.

1. How many items of clothing (you / *buy*) _____ over the past month?
2. How many brand name items (they / *purchase*) _____?
3. Where (you / *shop*) _____ the most this past month?
4. (you / *spend*) _____ ever _____ money on something you didn't need?
5. How often (your best friend / *choose*) _____ clothes for their look more than for their functionality?

G. **Read** the conclusions of a teen marketing research report below. How do your shopping habits compare with those of the teens in the study? On a sheet of paper, **write** your answer using information from the report.

Teen Consumer Report

- Teens have spent over $200 million on clothing over the past month.
- Teens have spent more money on clothing than on other items during this period.
- Teens have bought clothes on impulse while shopping for other items.
- Teens have focused more on shirts than on underwear and pants.
- Teens have prioritized style over comfort, care or functionality.

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Present Perfect or Simple Past?	
Present Perfect	**Simple Past**
An action at an unspecified time in the past *We **have visited** the East Coast.*	An action or event completed in the past at a definite time *We **went** to the East Coast last summer.*
An action that began in the past and continues in the present *Marshall **has played** soccer for many years.* (He still does.)	An action or event that took place over a completed period of time in the past *He **played** at the soccer finals in October.* (The finals are finished now.)

H. **Read** the sentences. **Circle** the adverbs of time. **Complete** the sentences with the correct form of the simple past or present perfect.

1. Purple ketchup (*come out*) _____ over 10 years ago. (*try*) _____ you ever _____ it?
2. Our town (*have*) _____ never _____ a flood like this! The last flood (*be*) _____ much smaller.
3. A seismologist (*discover*) _____ recently _____ that soil type influences the severity of the tremors during a quake. He (*win*) _____ a prize last year for that discovery.
4. A hockey player (*suffer*) _____ just _____ a concussion. They immediately (*call*) _____ an ambulance. The ambulance (*leave*, negative) _____ the arena yet.
5. Cassidy (*start*) _____ using a skin care product a couple of weeks ago. She claims her skin (*clear up*) _____ since then.

I. **Complete** the sentences with the correct form of the simple past or present perfect. **Underline** the adverbs of time to help you.

International space programs (*send*) _____[1] hardware into space for the past 50 years. Since then, all kinds of fragments (*land*) _____[2] on the Earth's surface. Scientists (*keep*) _____[3] a record of the debris that people (*report*) _____[4] over the years. For example, in 1995 a huge piece of landing capsule (*fall*) _____[5] to the ground outside a village in Ghana. The local school master (*store*) _____[6] the piece while villagers (*wait*) _____[7] to locate the owner. It (*turn out*) _____[8] that the debris (*belong*) _____[9] to a Japanese rocket. A Swiss company (*announce*, just) _____[10] that they (*invent*) _____[11] a satellite that will help clean up space junk.

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Modals

Interactive Workshop

GRAMMAR CHECK

Read the note. **Underline** all the modals. **Look** at the charts below if you need help.

Dear Sarah,

I hope you had a good day at school. I might not catch the six o'clock train, so I may arrive home late today. I thought you could help get dinner started. You can heat up the lasagna from last night in the oven. Could you please remember to take the puppy for a walk? You shouldn't forget to do your homework early, either, because Uncle David may come over for the evening. He might bring the twins. You could play ping-pong with them or show them your new video game. Before I forget, you must bring in some firewood. We may make a fire this evening. See you later, sweetheart!

Mom

RED FLAG

The negative form of *can* is one word: ***cannot***. There is no contraction for *may*.

G

▶ **Use modals** to add meaning to the main verb.

Meaning	Modal	Example
Ability	*can, could* (past tense of *can*)	*He **can** (**can't**) **speak** English fluently.* *He **could** (**couldn't**) **speak** it well a few years ago.*
Possibility	*can, could, may, might*	*We **may** (**may not**) **go** down south over break.* *It **might** (**might not**) **rain** while we are there.*
Certainty	*will*	*Linda **will** (**won't**) **leave** for Cancun tomorrow.*
Desire or polite request	*would*	*I **would** (**wouldn't**) **like** to buy a car.* ***Would** you **help** me tonight?*
Obligation	*must, have to**	*You **must** (**mustn't**) **do** the assignment in teams.* *They **have to** (**don't have to**) **submit** their work.*
Past habits	*used to**	*He **used to** (**didn't use to**) **take** the bus to school.*
Suggestion	*ought to, should*	*I **ought** (**ought not**) **to drink** more water.* *You **should** (**shouldn't**) **go** to the party tonight.*

**Have to* and *used to* are not true modals but function like modals.

Affirmative	Negative
Subject + **modal** + base form of the **main verb** + rest of the sentence.	Subject + **modal** + ***not*** + base form of the **main verb** + rest of the sentence.
*She **might go** skiing this weekend.*	*I **must not** (**mustn't**) **forget** her birthday.*
*They **should call** more often.*	*They **cannot** (**can't**) **be** late.*

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A. **Circle** the correct modal that best completes each sentence. Then **circle** its meaning.

1. Cedric (might/would) come to the gym with Jay. (ability/possibility)
2. The high school volleyball team (used to/has to) win the game to qualify for the semifinals. (obligation/possibility)
3. The letter states that all students (must/might) get a measles vaccination if they have not already had one. (suggestion/obligation)
4. You always (used to/should) lend me your USB key when I needed it. (past habit/obligation)
5. Matthew (shouldn't/couldn't) talk so much in class. (desire/suggestion)
6. Catherine, you (could/used to) get a lift to the concert with me. (possibility/obligation)
7. The Olympics (may/have to) be held in Montréal again one day. (suggestion/possibility)
8. The politician says that he (might/will) definitely send a cheque to support our fundraiser. (certainty/permission)
9. Nicholas (would/can) help us on Saturday. (obligation/ability)

B. **Read** the situations. **Write** three recommendations for each situation. **Use** *can, could* and *should*.

Problem-Solving Flowchart		
Brainstorm for solutions. (Use *can*.) →	**List the options. (Use *could*.)** →	**Give advice. (Use *must* or *should*.)**

1. You need a summer job.
   - I can apply for some jobs.
   - _____
   - _____
2. You lost your physics textbook.
   - _____
   - _____
3. You are locked out of the house.
   - _____
   - _____

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C. **Complete** the sentences with modals using either the affirmative or negative.

Excuses, Excuses!

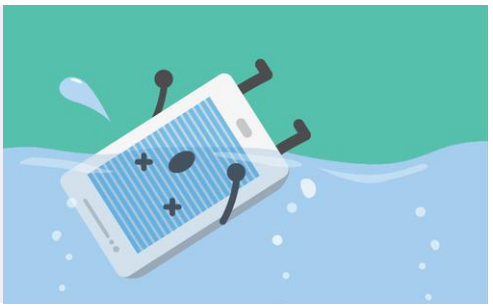
1. I (negative) _____ do my homework because I didn't understand the instructions.
2. I (negative) _____ give you my activity book today because I forgot it on the bus.
3. Sophie _____ be on my team because she _____ help us win.
4. I (negative) _____ hand in my book report because I didn't read the book.
5. Brendan and Danko (negative) _____ come to basketball practice because they _____ help Lina find her dog.
6. Tatiana (negative) _____ arrive on time because she missed the bus this morning.
7. We (negative) _____ get this much homework because we are tired after a long day at school.
8. Ms. Lindsay _____ accompany us to Toronto because Mr. Larose is too strict!
9. I (negative) _____ wait for you because I have to go meet my boyfriend.
10. You _____ help us so we can finish this assignment.

D. **Read** the letter to the advice columnist, Dr. Loveheart. **Write** an answer using modals.

Dear Dr. Loveheart,

Can you help me, please? I borrowed my friend's cellphone yesterday and then I accidentally dropped it in a puddle of water. I picked it up right away, but it doesn't work anymore. I don't have the money to buy a new one. What should I do?

Butter Fingers in Montréal



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	Questions with Modals	
	Yes / No Questions	**Information Questions**
	Modal + subject + base form of the **main verb** + rest of the question?	Question word + **modal** + subject + base form of the **main verb** + rest of the question?
Singular and Plural	***Could*** *you* ***drive*** *me to the arena?* ***Can*** *we* ***meet*** *tomorrow?*	*What time* ***can*** *you* ***drive*** *me to the arena?* *When* ***can*** *we* ***meet*** *tomorrow?*

→ Go to pages 227 and 228 for more information about question words.

E. **Write** yes/no questions to match each answer.

1. _____

You can send me an email.

2. _____

It will rain tomorrow.

3. _____

The NBA strike could end soon.

4. _____

Chantale could help Marc fill in his college application.

5. _____

We must submit the application by the deadline.

F. **Unscramble** the words to form an information question.

1. come can when you over

_____

2. why quit Eric job might his

_____

3. put postage should the package how much Leticia on

_____

4. the students can classroom when enter their

_____

5. who audition the show can for talent

_____

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G. **Write** an answer for each question based on the meaning in parentheses.

1. How can we reduce water consumption? (ability)
   We can take shorter showers.
2. Can you suggest some places to donate old clothes? (possibility)
3. How can our school cafeteria avoid wasting food? (obligation)
4. What are the benefits of reducing, recycling and reusing? (certainty)
5. How should we discard old computers? (suggestion)
6. What are the consequences of throwing away unwanted paint cans? (certainty)
7. What are the benefits of keeping the river clean? (ability)
8. Can you think of a way to reuse empty plastic water bottles? (possibility)

H. **Write** two problems and **suggest** two solutions for each. **Use** modals.

Problem 1: _____
Suggestion 1: _____
Suggestion 2: _____

Problem 2: _____
Suggestion 1: _____
Suggestion 2: _____

I. **Write** a letter to the mayor of your town on a sheet of paper. **Talk** about how you would change three specific aspects of life for the town's residents. **Make** recommendations and **explain** how your ideas would benefit everyone. **Use** *can, could, should, would* and *may* in your letter.

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Conditional Sentences

A World of SUPERSTITIONS

1. If a black cat crosses your path in North America, it means bad luck. But if a black cat crosses your path in England, it means good luck.
2. Usually, if North Americans come across the number 13, they get worried. However, in Italy, you are unlucky if you get the number 17.
3. If you receive a bouquet of flowers, you are usually delighted. On the other hand, if Russians get flowers, they will count the number of blooms. An uneven number means eternal love; an even number is only given at funerals.
4. Here in Québec, if your friend decided to buy a pet turtle, you would think nothing of it. In China, people believe that it would bring bad luck because it could keep you from working.
5. If someone gave you a new pair of pyjamas, you would appreciate it—but not in India. If you wore them to bed, it could mean death: dead people are buried in new clothes.
6. If your sister wore pearls at her wedding in Mexico, the guests would cry for her. They believe pearls mean a life of hardship and heartache for the bride.

GRAMMAR CHECK

Read the text. **Circle** the *if*-clauses. **Underline** the main clauses. **Look** at the charts below and on page 180 if you need help.

G

▶ **Use real and unreal conditional sentences** to express conditions and the results of those conditions. They have two parts: the *if*-clause describes the condition and the main clause describes what would happen as a result.

You can also place the main clause before the *if*-clause.

if-clause main clause
If *you* ***drive*** *too fast, you* ***get*** *a ticket.*

main clause *if*-clause
I ***would exercise*** *more often* ***if*** *I* ***had*** *the time.*

RED FLAG

When the *if*-clause is first, it is followed by a comma.

Condition	Function	Example
Real	A condition that is either true or probable	*I* ***will bake*** *a cake* ***if*** *I* ***find*** *a good recipe.* (It is real because it's possible to find a recipe.)
Unreal	A condition that is not true, or is imaginary or unlikely	***If*** *she* ***had*** *a helicopter, she* ***wouldn't be*** *late for school.* (It is unreal because she does not own a helicopter.)

→ Go to page 174 for access to an interactive workshop that includes conditional sentences.

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Forming Conditional Sentences		
Condition	***If*-Clause**	**Main Clause**
Real	***If*** + **simple present**,	**simple present** + rest of the sentence.
	*If she **studies**,*	*she **does** well in school.*
	If + **simple present**,	**imperative** + rest of the sentence.
	*If you **want** to buy a new car,*	***save** your money.*
	If + **simple present**,	***will*** + base form of the **main verb** + rest of the sentence.
	*If I **take** the train,*	*I **will get** there faster.*
	If + **simple present**,	**modal** + base form of the **main verb** + rest of the sentence.
	*If they **arrive** early,*	*we **might play** a game.*
Unreal	***If*** + **simple past**,	***would*** / ***could*** / ***might*** / ***should*** + base form of the **main verb** + rest of the sentence.
	*If you **knew** him better,*	*you **would like** him.*
	*If I **had** more time,*	*I **could visit** more often.*

RED FLAG

The verb *to be* always uses the form *were* in the unreal conditional: *If I **were** rich, I would buy an airplane. If she **were** here, she would know what to do.*

A. **Read** the text. **Indicate** if the sentences are real (R) or unreal (U) conditionals.

1. The bus will leave on time if the snowstorm clears. _____
2. Jonas will get the job if Alex decides to quit. _____
3. If my grandparents lived closer, I could see them more often. _____
4. If I have time, I'll call you. _____
5. Joseph could get to school faster if he had a motorbike. _____
6. She would have more friends if she were nicer. _____
7. Everyone in the class will pass if they continue getting results like this. _____
8. The carpenter will finish the kitchen renovation if he can install the cabinets tomorrow. _____
9. If Josie had the money, she would go to nursing school. _____
10. We will make pasta sauce if Mireille gets back in time with the ingredients. _____
11. I'll come to the party if I finish work early. _____
12. If they needed help, they would ask. _____

B. C1 **Work** with another student. **Choose** an era in history. **Describe** how your life would be different if you lived during that time. **Consider** family life, your house, means of transportation, your daily schedule, your pastimes and historical events.

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C. Complete the real conditional sentences.

1. You will improve your piano playing if _____

_____

2. Jacob will get over his cold if _____

_____

3. The cheerleading team will come in first place if _____

_____

4. Hugo gets an allowance from his parents if _____

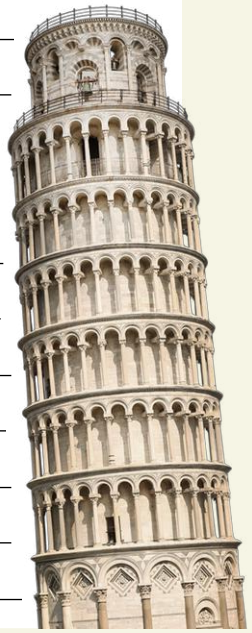
_____

5. Martine can stay out late if _____

_____

6. Our class won't go to Italy next year if (negative) _____

_____



D. Complete the unreal conditional sentences.

1. If my friend cheated on an exam, I _____

_____

2. If I won the lottery, I _____

_____

3. Bullying would end if _____

_____

4. We could finish high school this year if _____

_____

5. If class were cancelled, we _____

_____

6. I would try out for the school play if (negative) _____

_____

7. If I had more time, I _____

_____

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Questions with Conditionals	
Yes / No Questions	**Information Questions**
***If*-clause + simple present** or **modal** + subject + rest of the question?	***If*-clause + question word + simple present** or **modal** + subject + rest of the question?
If he is free, can he help us?	*If he is free, how can he help us?*
If the weather were nicer, would you go?	*If the weather were nicer, where would you go?*

RED FLAG

You can invert the clauses in conditional questions.

Can I give her the gift if I see her?
If I see her, can I give her the gift?

You can also start questions with *what if*.

***What if** they don't arrive on time?* ***What if** we get lost?* ***What if** she's sick?*

→ Go to pages 227 and 228 for more information about question words.

E. Answer the following questions using conditional sentences.

1. What would you do if there were an earthquake?

_____

2. Where would you go if you won a round-trip ticket to the destination of your choice?

_____

3. If you could change one thing about your personality, what would you change?

_____

_____

4. What would you say to the prime minister of Canada if you had the opportunity?

_____

_____

5. What changes would you make to your school if you had the chance?

_____

_____

6. What would you take with you if you were stranded on a deserted island?

_____

_____

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F. **Write** a question that matches the underlined words in each answer.

1. If Joe played any instrument, what would it be?

If Joe played any instrument, it would be a saxophone.

2. _____

If we can't afford to visit Florida, we will go to Ottawa.

3. _____

If Meg doesn't get the job, she will feel very disappointed.

4. _____

If we had better bicycles, we would ride them to school.

5. _____

The polar bears will go south if the Arctic ice continues to melt.

6. _____

He would lose all his photos, music and writing assignments if his computer broke down.

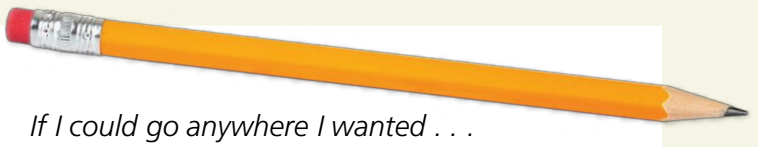
7. _____

If I saw an accident I would call 911.

8. _____

If you are really sick you should go to the clinic.

G. **Write** a short text that includes these three prompts.



If I could do anything I wanted . . . *If I could go anywhere I wanted . . .*

If I could meet anyone I wanted . . .

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Gerunds and Infinitives

Interactive Workshop

GRAMMAR CHECK

Read the article. **Underline** all the infinitives. **Circle** the gerunds. **Look** at the chart below if you need help.

The "Real" Energy Drinks

People may have advised you not to consume energy drinks. Studies warn that energy drinks may make you sicker, not smarter. Obviously, getting sick is no way to ace an exam!

If consuming an energy drink is out, then what to do? Natural food experts are happy to inform you. For example, sipping on an exotic tea is sure to stimulate your brain. The theanine in chai tea helps neurotransmitters to create a calm state of mind, while matcha tea is known to boost mental alertness, and to help you stay calm. Ginkgo biloba and ginseng teas are also recommended to fuel cognitive functions.

More conservative students may prefer to whip up a delectable smoothie or to just enjoy a refreshing glass of cold water. Meanwhile, drinking good, old-fashioned coffee has long been known to stimulate neuronal activity.

G ▶ **Gerunds and infinitives** are verb forms that function as nouns.

Gerunds	Infinitives
Base form of the **main verb** + ***ing***	***To*** + base form of the **main verb**
*Nick enjoys **hiking** in the mountains.*	*He wants **to climb** Mount Everest one day.*

RED FLAG

Full infinitives include *to* with the base form of the verb.

How to use gerunds and infinitives:

Gerunds and infinitives	As the subject of a sentence • Gerund: ***Skiing** is my favourite sport.* • Infinitive: *I like **to help** my friends.* As the object of the verb • Gerund: *Do you enjoy **skiing**?* • Infinitive: *It is impossible **to save** money.*	Verbs that can be followed by gerunds or infinitives: *allow, begin, continue, forget, hate, like, love, need, prefer, remember, start, try*
Gerunds	After a preposition • *He left after **finishing** his homework.* In compound nouns • ***swimming** lessons, **fishing** rod*	Verbs that must be followed by gerunds: *admit, appreciate, avoid, consider, defend, deny, dislike, enjoy, finish, imagine, involve, mind, miss, practise, risk, suggest*
Infinitives	After certain adjectives (*happy*, *sad*, *angry*, *lucky*, etc.) • *I was thrilled **to learn** I passed the test.* After certain nouns • *He opened the dictionary **to find** a definition.*	Verbs that must be followed by infinitives: *agree, appear, ask, attempt, choose, decide, expect, hope, learn, plan, promise, refuse, seem, want, wish*

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A. Write sentences with infinitives using the elements in the boxes below.

Sentence element	Infinitive
1. ~~They advise cyclists~~ . . .	**a.** to opt for
2. I am known . . .	**b.** ~~to drink~~
3. The orthodontist advised me . . .	**c.** to boost
4. My family prefers . . .	**d.** to support
5. They managed . . .	**e.** to fuel
6. Networking can help you . . .	**f.** to travel
7. They told competitors . . .	**g.** to make
8. The government aims . . .	**h.** to finish

1. They advise cyclists to drink high-energy fluids before the race.

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

B. Complete the sentences with the gerunds of the verbs in the Word Box.

Word Box

to lie • to listen • to move • to practise
to shop • to spend • to study • to vacation

1. My parents enjoy _____ at the local outdoor market.

2. I wish he would stop _____ to his friends and tell the truth.

3. Jessie finally finished _____ for the math exam.

4. My sister Stacy prefers _____ at the beach to skiing.

5. I really appreciate _____ time with my grandparents.

6. They considered _____ to a bigger house, but changed their plans.

7. To win the competition, the dancers have to continue _____.

8. I can't stop _____ to that new album you told me about. It's great!

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C. The following sentences contain errors in the use of infinitives and gerunds. **Correct** the errors.

1. The detective left the house after ~~to identify~~ identifying the evidence and to take fingerprints.

2. The association intends eliminating child labour in the coffee industry.

3. Shoppers couldn't wait getting their hands on the latest phone.

4. In the ad, you see a teenager to buy his first car.

5. The soccer players were stunned when their teammate got a penalty for to trip.

6. We handed in our surveys when we were finished to answer the questions.

7. If you don't stop to eat so much junk food, you might regret to gain weight.

8. The students were excited about to visit New York City.

9. The photographer was highly skillful at to get the children to smile.

10. Marisa congratulated Lionel on to win the voice competition.

D. **Answer** the questions using gerunds or infinitives.

1. What are two things from your childhood that you miss doing? _____

_____

2. What are the two activities that you most enjoy at school? _____

_____

3. What are two things that you hope to do after high school? _____

_____

4. What are two things that you plan to do this evening? _____

_____

5. What are two things that you avoid doing? _____

_____

6. What are two things that you hope to do this summer? _____

_____

7. What are two things that you don't want to do this summer? _____

_____

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E. **Complete** the paragraph with gerunds or infinitives. **Underline** the words that help you decide which form to use.

Choosing Brain Happiness

A brain-happy lifestyle is easy (*develop*) _____[1]. It involves (*think*) _____[2] about your everyday life choices. What do you decide (*eat*) _____[3] for breakfast? What foods do you enjoy (*snack*) _____[4] on? What do you usually choose (*put*) _____[5] on your cafeteria tray at lunchtime? Doctors have a few recommendations for a healthy and happy brain: they suggest (*eat*) _____[6] healthy foods, (*exercise*) _____[7], (*sleep*) _____[8] and (*relax*) _____[9] regularly. Of course, it is also important (*play*) _____[10]. (*Take*) _____[11] inventory of your lifestyle and (*make*) _____[12] the necessary changes are sure ways (*create*) _____[13] a happier brain. You're lucky (*have*) _____[14] a healthy brain. It's your job (take) _____[15] care of it!

F. **Circle** the gerund or infinitive to complete the text.

Cellphone to the Homework Rescue

Dear Dr. Hoskins,

I'm having problems (*getting / to get*)[1] my homework in on time. Can you help?

Lexi

Dear Lexi,

It is certainly common for students (having/to have)[2] homework issues. Your cellphone can be a real source of distraction, but did you know that it can also be just the tool you need (solving/to solve)[3] your problems? I encourage you (trying/to try)[4] these tips.

- Take the time (organizing/to organize)[5] your work. Use the memo function on your cellphone (taking/to take)[6] note of homework deadlines and details. Using a cellphone's calendar function can remind you (doing/to do)[7] assignments on time and when (handing/to hand)[8] them in.
- Give yourself brain breaks! I suggest (taking/to take)[9] 5-minute breaks every 20 or 30 minutes. Consider (setting/to set)[10] your cellphone's alarm (reminding/to remind)[11] yourself. Studies have proven that short, intense work periods with regular breaks help the brain (staying/ to stay)[12] more focused and efficient.
- You can also use your cellphone (playing/to play)[13] white noise in the background if you need help (blocking/to block)[14] outside sounds.

Please try some of these tips, and take a minute (letting/to let)[15] me know how things go. Good luck!

Dr. Hoskins

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The Passive Voice

Interactive Workshop

GRAMMAR CHECK

Read the article. **Underline** all the verbs in the passive form. **Look** at the chart below if you need help.

Thanks to the Éléphant project, close to 150 Québec movies have been digitalized so they can be easily enjoyed by people around the world. An important part of Québec heritage has now been immortalized. The original analogue films are stored at the Cinémathèque québécoise, the National Archives or in private warehouses. First, the old film reels were taken out of storage. Then, the pictures were digitalized and restored. The sound was then recorded and remixed from the original soundtrack. Next, the films were added to a digital television platform. The films are offered to cable users by their cable supplier. A portion of the profits is kept to cover operating costs. The rest is paid to the distributors and film producers. A website was created to showcase the project. These Québec-made movies are now viewed online by people all around the globe. Just as an elephant is known to have an exceptional memory, the Québec movie industry now does, too!

G

▶ **Use the active voice** to emphasize that the subject initiates the action.

*The school **is building** a new gymnasium. The students **asked** many questions.*

Use the passive voice to emphasize that the subject receives the action or when the doer of the action is not identified or important.

*A new gymnasium **is being built**.* *Many questions **were asked** by the students.*

To form the passive voice:

Affirmative: ***to be*** (in the appropriate tense) + **past participle** of the **main verb**

Negative: ***to be*** (in the appropriate tense) + ***not*** + **past participle** of the **main verb**

Verb Tense	Active Voice	Passive Voice
Simple present	*remove/removes*	*is* (*not*) *removed*
Present continuous	*is/are removing*	*is/are* (*not*) *being removed*
Simple past	*removed*	*was/were* (*not*) *removed*
Past continuous	*was/were removing*	*was/were* (*not*) *being removed*
Simple future	*will remove*	*will* (*not*) *be removed*
Present perfect	*has/have removed*	*has/have* (*not*) *been removed*

→ Go to page 242 for the past participles of irregular verbs.

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A. **Read** the sentences. **Circle** the verbs. **Underline** the objects of the verbs. **Rewrite** the sentences in the passive voice.

Spreading Surprise Love

1. A great idea inspires a writer.

   _____

2. She is asking people to email her their favourite things about the city.

   _____

3. The writer then writes love poems about those things.

   _____

4. She doesn't sign the poems.

   _____

5. She doesn't give the poems to people directly.

   _____

6. She leaves the poems in unexpected places around the city.

   _____

7. City residents find and read the poems.

   _____

8. The poems have filled strangers' days with joy!

   _____

B. **Complete** the sentences with the negative form of the passive voice. **Use** the contracted form.

What a Mess!

1. The dishes (*clear*, simple past) _____ off the table.
2. Your bed (*make*, simple present) _____ again, I see.
3. The items in the recycling bin (*sort*, present perfect) _____.
4. The leaves in the yard (*rake*, simple past) _____.
5. Your stinky soccer uniform (*wash*, simple past) _____.
6. You (*allow*, simple present) _____ to do anything. It's your birthday; we're going out!

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C. **Write** the correct form of the passive voice in the simple present or the simple past.

Extreme Sports Broadcast

This is Jamie O'Rourke at the World Extreme Ski Championship. The event (*hold*) _____[1] once a year in Valdez, Alaska. Athletes (*fly*) _____[2] in from all over the world to the wild Alaska slopes, which (*consider*) _____[3] amongst the most difficult on earth. Spectators (*disappoint*, negative) _____[4] as the runs (*tackle*) _____[5] by fearless skiers. The skiers (*judge*) _____[6] based on the difficulty of the slope, their aggressiveness, technique, air, control and fluidity. Not surprisingly, the event (*mark*) _____[7] by spectacular wipeouts. For example, seconds after Garret Bartelt (*signal*) _____[8] off and began his race, he (*catapult*) _____[9] into a violent fall when one of his skis (*catch*) _____[10] on a rock. The whole incident (*record*) _____[11] live as he tumbled down a 250-metre, 50-degree slope in a span of 37 seconds. Rescuers arrived immediately, and Bartelt (*transport*) _____[12] to a nearby hospital. Once he (*examine*) _____[13], the only major injury that (*find*) _____[14] was a compound fracture to his leg.

D. **Correct** the passive voice errors.

Zoo Animals Rescued from Flood

By Simon Heatherington

were caught
Local zoo employers ~~were catched~~ by surprise last week when the Salmon River overflowed. Part of the zoo is flood and employees was forced to jump into action to save the animals that are threaten by drowning, because they was trap in cages and could not escape the rising water. Unfortunately, a number of animals were kill and others are injure by the ice and water. Many of the zoo facilities was destroy. The zoo were closed while the damage were evaluated. The zoo was expect to reopen next month, but the damage will take more time to repair. Although many volunteers has been contact, more help is need. Please contact the zoo for more details. Your support are appreciate!

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E. **Read** the message. **Write** two things that Liam has done and two he has not done using the passive voice.

Hi Joanna,

Can you help me, please? I have so much to do! I packed my helmet and gloves, but I don't have time to make a lunch, and the sandwich shop is closed. Can you make me a sandwich? For tomorrow, I hope your skis are ready. I got mine sharpened and got my boots adjusted. I found my goggles. I can't wait to hit the slopes. I'll text Jonas and Sam later to make sure they're coming. See you tomorrow—and don't forget my sandwich! ☺

Liam

DONE

- The helmet and gloves have been packed.
- _____
- _____
- _____

NOT DONE

- _____
- _____
- _____

F. **Write** five sentences in the passive voice about Sal the bloodhound using the information below.

Sal the Bloodhound

Date of birth: November 25, 2010
Date of adoption: February 28, 2011
Best trick: Back flip

Award: Best dog in show, International Dog Show, 2014
Television feature: Elite Animals, CBTV Network, 2015

_____

_____

_____

_____

_____

_____

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Direct and Indirect Speech

Interactive Workshop

GRAMMAR CHECK

Read the news report. **Underline** the verbs used in indirect speech. **Circle** the synonyms for the verb *to say*. **Look** at the chart below if you need help.

Teen Boys Survive the Winter Wild

IQALUIT: Two boys admitted they were happy to be home after surviving a night of extreme winter cold. The teenagers, 15 and 17, said that they had lost their way while riding home on their snowmobile.

"We split up," the older boy told rescuers. "I dug a hole in the snow to keep warm, while my friend looked for help."

Rescuers found the older boy early the next morning. They reported that the boy had spent the night in his snow dugout and that his friend had wandered five kilometres away from their snowmobile. Frostbite had not been his only concern, the younger teen claimed.

"I fought off a wolf pack," he revealed.

While family members applauded the younger teen for his courage, he stated that he had remained calm. "I was only a little bit afraid," he confessed. The boys credited the survival training they had learned from their father with saving their lives.

RED FLAG

In indirect speech, *this/these* often change to *that/those*; *here* changes to *there*.

*Ivy said, "I love it **here**."*

*Ivy said that she loved it **there**.*

G

▶ **Use direct speech** to repeat the speaker's exact words.

***"We're leaving,"** Leticia said.*

Use indirect speech to report the meaning of what the person says.

*Leticia said that **they were leaving**.*

Direct Speech	Indirect Speech
Use quotation marks to identify the speaker's words. Capitalize the first word said by the speaker.	Do not use quotation marks. Change the verb tense of the speaker's original words and use corresponding pronouns and possessives. Conjugate the verb **to say** (or a synonym of it) + **that** to introduce the indirect speech.
Present continuo *Cyndy said, "I **am taking** the train."*	Past continuous *Cyndy said that she **was taking** the train.*
Simple present *Cyndy said, "I **take** the train."*	Simple past *Cyndy said that she **took** the train.*
Simple past *Cyndy said, "I **took** the train."*	Past perfect *Cyndy said that she **had taken** the train.*
Future *Cyndy said, "I **will take** the train."*	Present conditional *Cyndy said that she **would take** the train.*

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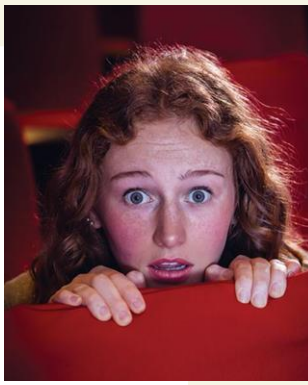
A. Indicate with a checkmark if the following sentences contain direct or indirect speech.

No Joke: Laughter Is Good for You

	Direct	Indirect
1. The festival president declared that the band would not be performing at the festival as planned.		
2. "We were so disappointed," one music fan said.		
3. The investigators interviewed several people and then announced that they hadn't discovered who had started the riot.		
4. The reporter asked the police chief, "Why did you force people to leave when they were just enjoying themselves?"		
5. The people at the festival complained that the festival hadn't found another band.		
6. One man commented, "The organizers should have had a plan B."		



B. Rewrite the following sentences using indirect speech.

1. The bus driver said, "The bus is arriving at 3:05 p.m."
The bus driver said that the bus was arriving at 3:05 p.m.

2. Laura's sister complained, "This sandwich is disgusting!"

3. The referee added, "Both players will get three-minute penalties for their actions."

4. During the interview, the eyewitness commented, "The wall suddenly fell over here."

5. During the movie, my friend Kate whispered, "I can't watch this part!"

6. Joel admitted, "I broke this window."

7. The movie director shouted, "The shot was amazing!"

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C. **Decide** if the following statements about the article on page 192 are true (*T*) or false (*F*). **Justify** your choice using indirect speech to report the evidence.

1. The two teens were out snowboarding when they got lost.

The article stated that the two teens had been out snowmobiling when they got lost. F

2. Neither of the boys wanted to get help.

_____ _____

3. "I covered myself in branches," the older boy told rescuers.

_____ _____

4. The other boy had to fight off wolves.

_____ _____

5. The younger teen was very afraid for his life.

_____ _____

6. Survival training saved their lives.

_____ _____

D. C1 **Prepare** three statements about your personal experiences. Two must be true and one false. With a classmate, **take turns** telling your stories and asking questions, then **guess** which story is false. Once the false statements are revealed, **get together** with another team. **Take turns** recounting your partners' personal experiences, then **have** the other team ask questions to guess which statement is false. **Answer** their questions using indirect speech. The first team to discover the opponents' false statements wins.

E. **Think** about a true story you have seen on TV or on the Internet. **Tell** the story using indirect speech as you recount what happened using the third person plural (*they*).

_____

_____

_____

_____

_____

_____

_____

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Nouns

Three Unusual Gourmet Treats

1. Fried-brain sandwiches: If you are heading to the Ohio River Valley, USA, try this regional delicacy instead of a cheeseburger. The brain of a cow is battered and fried, then served on a fresh bun. Tasty!
2. Crawly buffet: Visitors to Bangkok, Thailand, will be surprised and fascinated by the various bugs on sale at the local market. You can choose from scorpions, worms, or even grasshoppers. Your body will benefit from the fatty acids and vitamins.
3. *Casu marzu*: You can enjoy this tasty strong-smelling cheese in Sardinia, Italy. Insects are intentionally added to help the fermenting process!

GRAMMAR CHECK

Read the list. **Circle** the singular nouns. **Underline** the plural nouns. **Look** at the charts below to help you.

G ▶ **Use nouns** to identify a person, place, thing or quality.

Types of Nouns		
Type	**Used to Identify**	**Example**
Common	Physical things	*circle, cup, table, tube*
Proper	Names, places, days, months, holidays, languages and nationalities	*Simon, Laval, Wednesday, August, Thanksgiving, Japanese*
Abstract	Feelings, activities, qualities and concepts	*happiness, running, sympathy, energy*
Collective	More than one person or thing	*crowd, herd, team*
Compound	Words composed of two nouns	*swimming pool, whiteboard*

Spelling Rules: Plural Nouns		
Noun	**Rule**	**Example**
Most nouns (*cat, pencil, school*)	Add ***s***.	*cat**s**, pencil**s**, school**s***
Nouns ending with consonant + *y* (*city, country*)	Drop the ***y*** and add ***ies***.	*cit**ies**, countr**ies***
Nouns ending with *ch*, *o*, *s*, *sh* or *x* (*sandwich, tomato, bus, box*)	Add ***es***.	*sandwich**es**, tomato**es**, bus**es**, box**es***
Nouns ending with *o* that are foreign derivations or abbreviations (*kimono, piano, demo, video*)	Add ***s***.	*kimono**s**, piano**s**, demo**s**, video**s***
Most nouns ending with *f* or *fe* (*loaf, knife*) Exceptions: *chief, roof*	Change ***f*** or ***fe*** to ***ves***.	*loa**ves**, kni**ves*** *chief**s**, roof**s***

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Exceptions	
Some nouns change their form in the plural. (*child, man, mouse, person, tooth*)	*children, men, mice, people, teeth*
Some nouns do not change in the plural. (*deer, offspring, salmon*)	*deer, offspring, salmon*
Some nouns are always plural. (*binoculars, jeans, mathematics, police, scissors, shorts*)	*binoculars, jeans, mathematics, police, scissors, shorts*
Some nouns cannot be plural. (*homework, information, rain, weather*)	No plural

A. **Underline** all the nouns in the following postcard. **Classify** them by type of noun in the chart below.

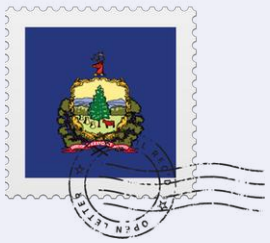
Monday, July 25

Dear Joannie,

I am having a great time at Camp Iawah. I am learning so much English! The gang in my cabin is called the Silver Foxes. I supervise a group of 10-year-old boys. They are a lot of fun. We have a big breakfast every day in the Grand Lodge at 7:00 a.m. Then, we choose either archery or volleyball. When we have a campfire, our camp leader, Mr. Johnson, puts on skits, tells scary stories or sings songs.

See you soon!

Félix



Joannie Leduc

567 Grand Avenue

Victoriaville, Québec

G6P 3M9

Proper	Common	Abstract	Collective	Compound
Monday				

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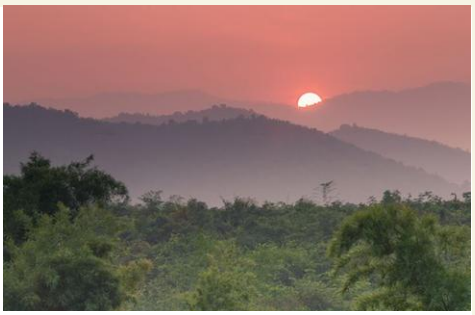
B. **Write** the plural forms of the nouns in parentheses.



Dear Diary, today we drove down the mountain on our (*motorbike*) _____[1]. We nearly ran into another bike with three (*child*) _____[2] on board. One of the (*kid*) _____[3] was carrying a pair of (*goose*) _____[4]! We also saw a couple of (*woman*) _____[5] walking with their (*baby*) _____[6] on their backs. They were carrying (*basket*) _____[7] on their (*head*) _____[8] with (*loaf*) _____[9] of bread and (*bunch*) _____[10] of (*banana*) _____[11]. In the distance, we saw (*man*) _____[12] tending to their rice fields with long (*knife*) _____[13]. (*Sheep*) _____[14], (*goat*) _____[15] and (*horse*) _____[16] dotted the countryside. It was the most amazing day!

Countable Nouns	Uncountable Nouns
Name things we can count *building, car, hat, wheels*	Name things we cannot count *bread, energy, gold, music*
Take a **number** or ***a*/*an*** in front ***two*** *microphones,* ***a*** *visit,* ***an*** *episode*	Cannot take a number or *a*/*an* in front *hail, happiness, money*
Have a plural form *two dog****s****, three bus****es***	Do not have a plural form *homework, information, snow*
Take plural verbs when used in the plural *Cats* ***are*** *good companions.*	Always take a singular verb *Love* ***is*** *the most important thing in life.*
Are often preceded by words like ***a couple of***, ***a pair of***, ***a few***, (***too***) ***many*** *She has* ***many*** *computer games.*	Are often preceded by (***too***) ***much***, ***a little*** *They have* ***too much*** *homework.*

RED FLAG

Some nouns can be both countable and uncountable, depending on their meaning.

I brushed my ***hair****.* (uncountable)

I found two blonde ***hairs*** *on my sweater.* (countable)

C. **Indicate** with an X whether each noun is countable (*C*) or uncountable (*U*). Then, **write** a sentence for each word.

Noun	C	U	Sentence
1. ice			_____
2. mistake			_____
3. happiness			_____
4. homework			_____
5. news			_____
6. classroom			_____

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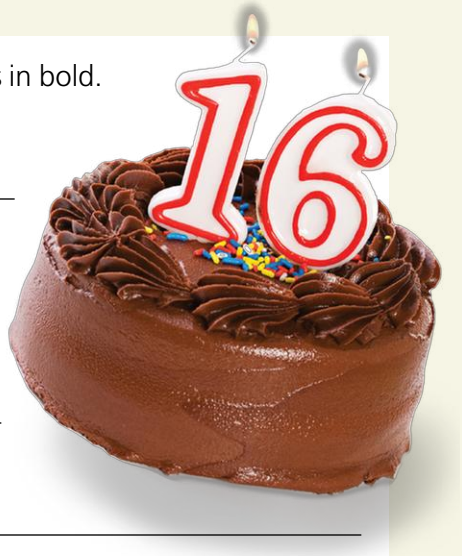
▶ **Use the possessive form** to show that an object belongs, or is related, to someone or something.

Possessive Form		
Noun	**Rule**	**Example**
Singular nouns	Add an apostrophe + ***s*** (***'s***) to the end.	*Jennifer**'s** car,* *the musician**'s** guitar*
Plural nouns that do not end with *s*	Add an apostrophe + ***s*** (***'s***) to the end.	*the children**'s** toys,* *the women**'s** league*
Plural nouns that end with *s*	Add an apostrophe to the end.	*the neighbours**'** houses,* *the teams**'** jerseys*
Inanimate objects	Use ***of***.	*the cover **of** the book*
French names that end with a silent *s*	Add an apostrophe + ***s*** (***'s***) to the end.	*François**'s** phone*
Singular words ending in the sounds *s* or *z*	Add an apostrophe + ***s*** (***'s***) if it is natural to pronounce an additional *s*. If an additional *s* would be difficult to pronounce, add only an apostrophe to the end.	*my boss**'s** office,* *Steve Jobs**'** legacy*

D. Correct these sentences by using the possessive form of the noun phrases in bold.



1. I can hear the **cellphone of Sam** ringing in her knapsack.

   _____

2. The police called the **parents of Alex** when they found his car.

   _____

3. The **goal of the home team** turned the game around.

   _____

4. The **session of the students** was jeopardized because of the strike.

   _____

5. It was not the **fault of the dog of Luc** that it was so excited; it hadn't been out all day.

   _____

6. The **sixteenth birthday of the twin sisters of Melanie** is today.

   _____

7. The **mascot of the soccer team of my school** is a cow.

   _____

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Articles and Quantifiers

Dear Selena,

Thank you for submitting an application to participate in the summer Discover Canada work-study program.

We will be examining the applications next week to compile a list of qualified students. A representative will then contact the students on this list for an interview during the second week of April. The students who are chosen at this stage will then be invited to a training session in May.

Please read the information brochure attached to this email and make a list of any questions you have about the program.

We wish you much success with your summer plans.

Sincerely,

Joan Howard

Selection Committee

GRAMMAR CHECK

Read the email. **Underline** the definite articles. **Circle** the indefinite articles. **Look** at the chart below if you need help. How many articles did you find?

Definite: _____

Indefinite: _____

Articles

G ▶ **Use articles** to introduce a person or thing.

Type	Rule	Example
Indefinite: *a* and *an*	Use ***a*** or ***an*** with a singular countable noun to refer to an unspecified person or thing.	*The hotel has **a** pool. It also has hot tubs.*
	Plural nouns do not take indefinite articles.	*He had **an** egg for breakfast. He eats eggs every morning.*
	Use ***a*** before consonants or consonant sounds.	***a** box, **a** hat, **a** university*
	Use ***an*** before vowels or a silent *h*.	***an** airplane, **an** earthquake, **an** hour*
Definite: *the*	Use ***the*** with a singular or plural noun to refer to a specific person or thing.	*There is a dog on **the** sofa. **The** dog is small and black.*
		*There is a woman on **the** porch. **The** woman's dress is yellow.*

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A. Complete the text with definite or indefinite articles. **Write** an X when no article is needed.

_____[1] Day in _____[2] Life of _____[3] Young Athlete

I get up at five o'clock in _____[4] morning, get dressed and have _____[5] breakfast. I feed _____[6] cat and dog. I check _____[7] weather forecast, and if it is nice I ride my bicycle to _____[8] sports complex. I meet up with Alex, my training partner who has become _____[9] good friend. We work out with _____[10] mix of _____[11] free weights and _____[12] machines. Then, we jump in _____[13] pool and swim for _____[14] hour. We use _____[15] buoys and _____[16] flutter boards to make it more intense. I take _____[17] shower and bike to _____[18] school. I eat _____[19] snack and say hi to _____[20] gang before _____[21] bell rings.

Quantifiers

G ▶ **Quantifiers** specify the quantity or amount of something.

	Used with Countable Nouns	Used with Uncountable Nouns	Used with Both Countable and Uncountable Nouns
Quantifier	(*too*) ***many***, ***a few***	(*too*) ***much***, ***a little***, ***a lot of***	***some***, ***any***, ***enough***
Example	*I have **many** books by that author.* *He made **a few** errors in his text.*	*There isn't **much** time left.* *She has **a little** / **a lot of** information about the accident.*	*I have **some** time off on Friday.* *Do you have **any** plans?* *I don't have **enough** money to go to the movies.*

B. Complete the text with *many, enough, too much, some, a few, a little* or *any*.

Memo: School Lunches

Due to the fact that the cafeteria will be closed for _____[1] repairs next week, here are _____[2] suggestions for packing lunches with _____[3] energy to get you through the day. Protein keeps you filled up, so make sure you have _____[4] of it in your main course, either a hearty sandwich or _____[5] leftovers that you can reheat. _____[6] extra microwave ovens will be made available, but there may not be _____[7] for everyone so if you need to eat in a hurry, consider packing a cold lunch, such as a sandwich or _____[8] pasta salad. For you dessert lovers, _____[9] sugar is okay, but avoid eating _____[10] of it or you will fall asleep in class! Don't forget your water bottle, since water provides much greater benefits to your brain than _____[11] energy or soft drink!

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C. **Complete** the sentences with *much* or *many*.

1. Did you see _____ prom dresses at the new store?
2. There really wasn't _____ choice in the dessert section of the buffet.
3. It looks like we haven't sold _____ tickets for the spring concert.
4. The photographer examined _____ photos before deciding on one to use for the invitation.
5. I don't have _____ time to study for the exam.
6. The forecast announced that the region wouldn't get _____ snow.
7. Jean-Daniel wrote _____ articles for the local newspaper.
8. There won't be _____ cars on the road tonight due to the icy conditions.
9. If we don't have too _____ homework, we can go to the game.
10. I can't go to the concert because I don't have _____ money.

D. The sentences below contain errors in their use of quantifiers. **Circle** the error and **write** a correct answer.

1. The cafeteria sells too much hamburgers. _____
2. Is there a few food left? _____
3. I would like a few ice cream, please. _____
4. We have too many homework this weekend. _____
5. Not one of the stores has some tea. _____
6. I don't have some time to do that. _____
7. He made enough of errors in his text. _____
8. I have any time off this weekend. _____
9. She asked me if I had a little dollars to give her. _____
10. He doesn't have too many courage. _____

E. **Write** a paragraph to describe a typical day in your life. **Use** articles and quantifiers correctly, and **circle** them.

_____

_____

_____

_____

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Pronouns and Possessives

Interactive Workshop

GRAMMAR CHECK

Read the text. **Underline** the pronouns and possessive adjectives. **Look** at the chart below if you need help.

How many pronouns and possessive adjectives did you find?

_____

What Are Big Brothers For?

Alexandre Bilodeau became the first Canadian to win gold on home soil at the Vancouver Olympics in the men's freestyle moguls event, and the first Olympian ever to repeat his gold-medal performance in 2014, in Sochi.

When asked what his inspiration is, Alexandre is quick to point to his big brother, Frédéric. He has cerebral palsy. Doctors had predicted that Frédéric would be too weak to walk by his tenth birthday. But Frédéric surprised them and himself: he not only walks, but he also skis!

Alexandre is following in his big brother's footsteps. He wants to be just like him: a winner against all odds.

G

▶ **Use pronouns** to replace nouns. Possessive adjectives cannot stand alone in a sentence and must be followed by a noun.

Subject Pronouns	Object Pronouns	Possessive Adjectives	Possessive Pronouns	Reflexive Pronouns
She is a writer.	*Sam told me.*	*She is my friend.*	*That copy is mine.*	*I'll do it myself.*
I	*me*	*my*	*mine*	*myself*
you	*you*	*your*	*yours*	*yourself*
he	*him*	*his*	*his*	*himself*
she	*her*	*her*	*hers*	*herself*
it	*it*	*its*	*its*	*itself*
we	*us*	*our*	*ours*	*ourselves*
you	*you*	*your*	*yours*	*yourselves*
they	*them*	*their*	*theirs*	*themselves*

A. C1 **Think** of a person you admire—a celebrity, political figure or someone in your life. **Describe** him or her to a classmate. **Identify** the ways this person's character traits or achievements inspire you. **Use** pronouns and possessive adjectives.

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B. For each underlined noun, **circle** it if it is a subject and **highlight** it if it is an object. Then, **rewrite** the sentences and **replace** the subjects and objects with pronouns.

1. The city of Québec is proud to welcome visitors from all over the world to the Winter Carnival.
   It is proud to welcome them from all over the world to the Winter Carnival.
2. A jovial Bonhomme Carnaval hugs the children.
   _____
3. Tourists give a lot of business to local hotels and restaurants.
   _____
4. On the first Saturday night, the night parade entertains crowds.
   _____
5. Families join Bonhomme on the skating rink.
   _____
6. During the week, visitors take photos of impressive international ice sculptures.
   _____
7. The local economy benefits from money spent on souvenirs and other local specialties.
   _____
8. My family and I plan to go to the Winter Carnival next year.
   _____

C. **Write** the correct form of the possessive pronouns above the underlined words.

1. Is this your dictionary or my dictionary?
2. The waitress has taken Jorge's order, but not Cecilia's.
3. The other travellers were frustrated that their flights had been delayed, although our flight was scheduled to leave on time.
4. Although the male runner won his race, his female teammate did not win her race.
5. The woman behind the counter prepared my mom's coffee correctly, but she got my coffee all wrong.
6. This is Pami and Luke's bag. My bag is over there.

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D. **Complete** the sentences with reflexive pronouns. If you need help, **refer** to the chart on page 202.

1. Some people motivate _____ by making lists to prioritize their tasks.
2. My mother tells us to time _____ with a stopwatch to see how much we could do in a short period of time.
3. Samuel promises _____ reward time on his gaming console if he gets his chores done.
4. The girls treat _____ to pizza when their exams are over.
5. Once she completes her tasks, Mélanie likes to spoil _____ by reading a good magazine.
6. Phil is proud of _____ whenever he washes his car: a shiny vehicle is all the motivation he needs!
7. I just try to pace _____ and take a break when I need it.
8. The boys congratulate _____ by giving each other a high five.
9. Maelle loses _____ in a bubble bath.
10. So, how do you motivate _____ to get things done?

E. **Make** a list of ten of your physical and character traits. **Explain** how each trait is similar to or different from your family members' traits. For example: *I have my mother's sense of humour. We tell similar jokes.*

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Which family member do you resemble the most?

_____

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Adjectives

YouTube Videos

YouTube videos provide constant entertainment for Internet users. Take a few minutes to think about YouTube's incredible impact.

More than four billion videos are viewed daily on YouTube. Enthusiastic fans are constantly sharing the latest and most entertaining videos. Do your close friends keep their Facebook accounts interesting by posting the funniest or cutest cat videos? Socially-conscious users share videos about startling human rights stories, dramatic news events, important political issues and sad stories of tragedy. New pop stars are born on YouTube. Numerous political causes and tiny local businesses become known globally within days thanks to the viral nature of YouTube.

Users are advised to be cautious when they explore YouTube. Since it caters to various tastes, some content might not be suitable for all viewers.

While it may at times be a useless waste of time, and at other times controversial, YouTube is usually entertaining and sometimes even educational. You have to wonder what your daily life would be like without the omnipresent YouTube.

GRAMMAR CHECK

Read the article.
Underline the adjectives.
Look at the chart below to help you.

G

▶ **Use adjectives** to add information and descriptions about people, places or things. Adjectives usually precede nouns but follow verbs like *be, become, get* and *seem.*
Estelle is an ***amazing*** *singer. Estelle is* ***amazing****.*

Order of Adjectives

Quantity	Size	Description	Age	Shape	Colour	Material	Origin
few	*huge*	*dynamic*	*archaic*	*oblong*	*black*	*brick*	*African*
seven	*tall*	*interesting*	*juvenile*	*round*	*blue*	*marble*	*local*
some	*tiny*	*unique*	*recent*	*square*	*red*	*wooden*	*Spanish*

An enormous, welcoming, twentieth-century, Christ-figure, white, soapstone, Brazilian statue watches over Rio de Janeiro.

A. C1 **Think** of a memorable video that you have seen online recently. **Describe** the people, places and things shown in the video to a classmate. **Use** as many adjectives as you can.

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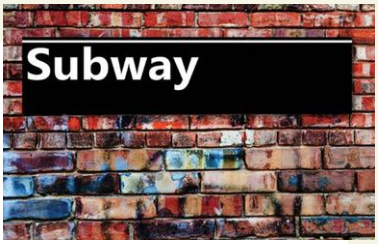

B. **Place** the adjectives in the correct order and **use** them in a sentence.

1. village/tiny/Puerto Rican/picturesque
   We visited a tiny, picturesque Puerto Rican village last summer.
2. carbon/mountain bike/stolen/red and white
   _____
3. office building/new/steel and glass/rectangular
   _____
4. subway commuters/busy/many/young
   _____
5. grad outfit/vintage/white/interesting
   _____
6. statue/towering/marble/ancient/Roman
   _____

C. **Use** a dictionary or a thesaurus to find a synonym and an antonym for the adjectives in bold below.

	Synonym	Antonym
1. Your French text is **good**.	satisfactory	poor
2. That movie was **awesome**.		
3. My day was **fine**.		
4. The cafeteria food is **OK**.		
5. She seems **nice**.		
6. Mr. Tomlin's class was **boring**.		
7. The English exam was **hard**.		
8. The bus driver was **mean**.		
9. The dog is **cute**.		
10. Snowboarding is **fun**.		
11. That was **easy**!		

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Comparatives and Superlatives

Use comparatives to compare two things. **Use superlatives** to compare more than two things.

*The Hollywood Studio amusement park was **busier** than Downtown Disney.*
*But **the most popular** park was the Magic Kingdom.*

If two things are equal, use ***as*** + ***adjective*** + ***as***.

*The Norwegian competitor came down the ski hill **as fast as** the competitor from Québec.*
*However, she wasn't **as fast as** the competitor from Ontario.*

	Comparatives	Superlatives
One-syllable adjectives	Add ***er*** + ***than***. smart → ***smarter than*** *Kim was **smarter than** you.*	Add ***est*** and place ***the*** before the adjective. smart → ***the smartest*** *Kim was **the smartest** kid in the class.*
One-syllable adjectives ending with one vowel and a consonant	Double the final consonant and add ***er*** + ***than***. fat → ***fatter than*** *That pig is **fatter than** the other.*	Double the final consonant and add ***est***. Place ***the*** before the adjective. fat → ***the fattest*** *That is **the fattest** pig I've ever seen!*
Two-syllable adjectives ending in *y*	Change the ***y*** to ***i*** and add ***er*** + ***than***. tiny → ***tinier than*** *You are **tinier than** I am.*	Change the ***y*** to ***i*** and add ***est***. Place ***the*** before the adjective. tiny → ***the tiniest*** *You are **the tiniest** person I know.*
Most other adjectives with two or more syllables	Add ***more*** or ***less*** before the adjective + ***than***. crowded → ***more / less crowded than*** *The movie was **more / less crowded than** I expected.*	Add ***the most*** or ***the least*** before the adjective. crowded → ***the most / least crowded*** *That was **the most / least crowded** concert I've ever been to.*
Irregular: *bad, good, fun, far*	bad → ***worse than*** far → ***further / farther than*** fun → ***more fun than*** good → ***better than*** *The storm was **worse than** we predicted.* *Toronto is **further / farther than** Ottawa.* *That game is **more fun than** this one.* *The first movie was **better than** the sequel.*	bad → ***the worst*** far → ***the furthest / the farthest*** fun → ***the most fun*** good → ***the best*** *It was **the worst** storm of the decade.* ***The furthest / The farthest** trip I've taken is to Rome.* *That is **the most fun** game I've played.* ***The best** movie of the trilogy is the last one.*

We can also use adverbs as comparatives and superlatives.
*I read **as quickly as** you. I read **more quickly than** you. I read **the most quickly** in my class.*

→ Go to page 210 for more information about adverbs.

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D. **Complete** the sentences with comparative or superlative adjectives.

Prehistoric Record Holders

1. The (*long*) _____ snake ever discovered lived in prehistoric Colombia. Measuring 42 metres, it was (*long*) _____ than a bus.
2. The (*large*) _____ known insect is a mega scorpion which, at 2.5 metres long, was (*big*) _____ than a human being.
3. Deinotherium was much like a modern-day elephant, only its trunk was (*short*) _____ and its tusks were positioned (*low*) _____ on its head.
4. The (*rare*) _____ fossil on the planet was once the opabinia, a creature with five eyes and a soft body.
5. The (*primitive*) _____ bird discovered by scientists is the archaeopteryx.
6. The record for the (*huge*) _____ rodent is a one-ton rat found in Uruguay in 2008.
7. One of the (*bizarre*) _____ prehistoric animals to have existed is the tiny hallucigenia, which lived in water.
8. The elasmosaur had the (*long*) _____ neck with more than 70 vertebrae.

E. **Use** the equal comparatives in the Word Box below to complete the sentences.

Word Box

as clean as a whistle • as black as coal • as brave as a lion • as cute as a kitten
as deep as the ocean • as strong as an ox • as quiet as a mouse
as clear as mud • as a barrel of monkeys • as watching paint dry

1. During the confrontation with the bear, Justin was _____.
2. Xavier tells great jokes. He's as funny _____.
3. When we were finished working, the house was _____.
4. The starless night was _____.
5. What a boring movie! It was about as exciting _____.
6. Did you see Stephen lift those weights? He is _____.
7. I haven't heard a sound from Mandy all day. She is _____.
8. Look at that baby in the little costume! He is _____.
9. My love for you is _____.
10. I understood nothing in math class. The teacher's explanation was _____.

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F. **Write** sentences with one equal comparative and one superlative in each.

1. class interesting math history French

Math is as interesting as history but French is the most interesting class.

2. songs catchy Coldplay Adele Madonna

3. city large Montréal Sept-Îles Sherbrooke

4. snack healthy celery carrot sticks apples

5. pastime relaxing taking a walk reading watching a movie

6. value important friendship honesty generosity

G. **Write** a paragraph to describe ways you can improve school for the next generation. **Use** comparatives and superlatives. **Consider** the following: the ideal classroom, technology, school facilities, exams, student trips, etc.

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Adverbs

Interactive Workshop

GRAMMAR CHECK

Read the context and list of tips. **Underline** all the adverbs. **Look** at the chart below if you need help.

Tips for Keeping Your Cool behind the Wheel

Context: You are driving serenely along the highway. Suddenly, a little sports car speeds up behind you. The driver arrogantly flashes his lights. Unexpectedly, you break into a sweat. Your heart beats wildly. You abruptly signal and impulsively change lanes. Another car honks at you as you narrowly miss it. How can you keep your cool?

1. If you sleep well, you'll drive better. Try not to get behind the wheel when you're exhausted.
2. Think ahead and give yourself a chance. Leave early so you can deal calmly with unexpected delays.
3. Control the soundtrack, and how loudly it's playing. The type of music you listen to directly affects how you drive. If you listen to aggressive music, you'll drive aggressively.
4. Breathe, baby, breathe. Occasionally, do a body-tension check. Breathe deeply and wiggle your fingers vigorously. Feel yourself gradually calm down.

G

▶ **Use adverbs** to add information to sentences about when, how often, where or how things happen. They modify verbs, adjectives or other adverbs.

*She sends text messages **constantly**.*

*Her hair is **incredibly** shiny.*

*The doctor listened to the patient **very** attentively.*

Forming Adverbs from Adjectives		
Adjective	**Rule**	**Adverb**
Most adjectives (*slow, gradual*)	Add ***ly***.	*slow**ly**, gradual**ly***
Adjectives ending with a consonant + *le* (*simple, understandable*)	Drop the ***e*** and add ***y***.	*simp**ly**, understandab**ly***
Adjectives ending with *y* (*happy, noisy*)	Change the ***y*** to ***i*** and add ***ly***.	*happ**ily**, nois**ily***
Some adverbs are the same as adjectives. (*far, fast*)	Do not change.	*far, fast*

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Type of Adverb	Examples	Position
Manner (how something happens)	*badly, carefully, fast, neatly, quickly, quietly, seriously, slowly, well*	Usually placed after the verb: *He walked **quickly** down the hallway.* *She works **well**.*
Time (when something happens)	*before, immediately, now, recently, since, soon, still, then, today, yet*	Usually placed after the verb, some placed at beginning or end: *She called **before** she left.* *I saw him **recently**.*
Frequency (how often something happens)	*Always, sometimes, occasionally, often, rarely, never*	Usually placed before the verb, but after *to be* when it is the main verb: *I **rarely** see him.* *He is **often** absent.*
Degree (the intensity or degree to which something happens)	*almost, completely, enough, extremely, just, rather, really, so, too, very*	Usually placed before the verb, adjective or adverb they modify: *I **almost** lost my temper.* Enough comes after it: *He was hungry **enough** to eat a horse.*
Sentence (the opinion of the speaker / narrator)	*actually, definitely, obviously, perhaps, unfortunately*	Usually placed before verbs, but after *to be* when it is the main verb: *He **actually** ate the insect chocolates.* *He is **definitely** not going to eat it again!*

When an adverb precedes a verb, place it between the auxiliary and the main verb.
*I have **often** wondered if she knew the truth.*

A. Complete the chart with the missing adjectives or adverbs.

	Adjective	Adverb
1.	joyful	
2.	passionate	
3.		angrily
4.	furious	
5.	straight	
6.		meticulously
7.	gentle	
8.		calmly

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B. **Rewrite** the sentences by adding adverbs of time, manner or degree to the verbs in bold. **Use** the adverbs in the Word Box.

Word Box

carefully • closely • eventually • finally • forcefully
securely • swiftly • completely • violently

1. A powerful tornado **swept** through Fenton, Alabama.
   A powerful tornado swept **violently** through Fenton, Alabama.
2. Roofs and even whole houses in the tornado's path **were destroyed**.
3. Cars and trucks **were carried** kilometres away by winds reaching up to 200 kilometres per hour.
4. People **hid** in their basements and **huddled together** until the roar **died down**.
5. When the calm **returned**, the town's residents **emerged** from the wreckage of their homes.
6. The destruction they saw **was** shocking.

C. **Match** the adverbs with their antonyms below.

Adverb		Antonym
1. slowly	_____	**a.** silently
2. smoothly	_____	**b.** luckily
3. hesitantly	_____	**c.** abruptly
4. unfortunately	_____	**d.** speedily
5. possibly	_____	**e.** promptly
6. noisily	_____	**f.** absolutely

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D. **Complete** the sentences with comparative or superlative adverbs.

1. Max runs (*fast*) _____ than Luis. Max runs _____ of all his friends.
2. Your team won (*consistently*) _____ than our team. Your team won _____ of all the teams in the league.
3. Some people refuse to buy desktop computers because they can't be carried around (*conveniently*) _____ laptops. Others contend that tablet computers can be transported _____.
4. The report claimed that teens drive (*recklessly*) _____ than adults. Teenagers drive _____ of all age groups.
5. It's hard to find a house that is (*expensively*) _____ priced as the ones in that neighbourhood. They are _____ priced on the market.

E. **Rewrite** the sentences using at least two adverbs to make them more interesting. You may need to add more details.

1. The cat ran down the stairs.

   _____

2. I ate my lunch.

   _____

3. We ran across the busy street.

   _____

4. It started snowing.

   _____

5. The dog was barking at the bear.

   _____

6. I dropped my cellphone in the toilet.

   _____

7. The car drove past me.

   _____

8. I left the room.

   _____

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F. **Read** the riddles. **Underline** the adjectives. **Circle** the adverbs. **Draw** an arrow to the words they are describing. **Write** the answer to the riddle.

1. Although I am invisible, everyone hears me howling eerily through the trees and creeping noisily through tiny cracks in the walls and damaged roofs of old houses. I mischievously ruffle through girls' hair and recklessly sweep everything in my path.

What am I? _____

2. Young and old people alike will unanimously agree that a happy life requires a daily dose of this easily accessible source of relaxation. It can be brought on unexpectedly by a good joke, a surprising tickle or a funny situation. Some people do this loudly and wildly, while others are more reserved and hide it behind their hand.

What is it? _____

3. I am legless, but I can move quickly. I may be as long as a flagpole, but I might easily fit inside a small hole. I travel soundlessly, but I hiss when I am afraid. I cannot chew, but my teeth are sharp. I am occasionally feared for my deadly hugs or for my poisonous kisses.

What am I? _____

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Prepositions

Interactive Workshop

Charles-Antoine: Hey, Victoria. Did you hear about the school trip to Belgium and France next year?

Victoria: Really? I've been dying to go to Paris since I was little!

Charles-Antoine: This is even better than that! We'll be visiting some of the most historic world-war sites.

Victoria: War sites? I want to be in Paris. I want to walk along the Champs-Élysées!

Charles-Antoine: First, we'll land in Brussels and go through Belgium to visit Ypres and Vimy Ridge, the famous World War I battle sites. From there, we will go to Normandy for two days to see the D-Day landing sites and Longues-sur-Mer, which were important in World War II.

Victoria: Longues-sur-Mer? Where's that? Near Paris, I hope.

Charles-Antoine: It's beside the Channel, not far from the D-Day sites. It was an important artillery site during World War II. The Germans put a lot of weapons inside the structures there.

Victoria: Please tell me we'll go to Paris after that?

Charles-Antoine: Yes, don't worry! We will be in Paris for two days. We'll go sightseeing–and shopping–in the city before flying back to Montréal. We'll also go to Versailles to visit the palace near Paris.

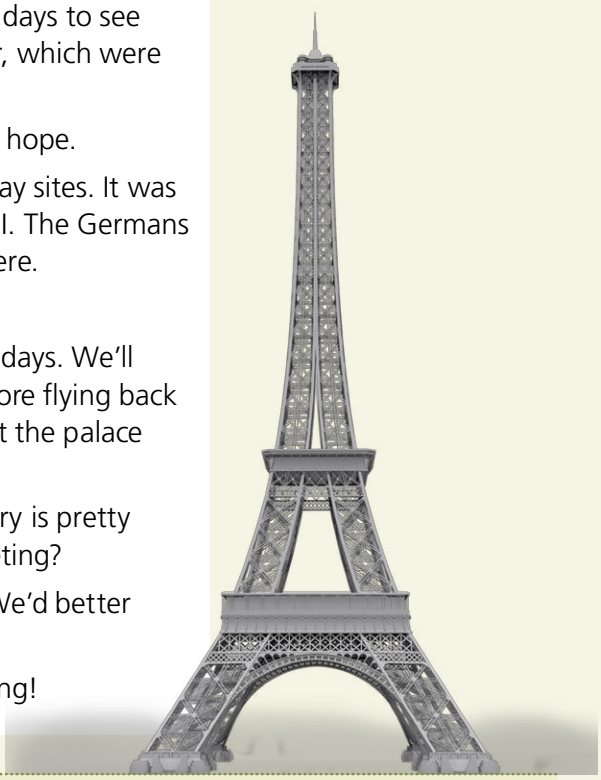
Victoria: Sounds good. And I have to admit, war history is pretty interesting. So, where is the information meeting?

Charles-Antoine: It's in the room just across from the library. We'd better go or we'll be late!

Victoria: Wait until I tell my friends! This will be amazing!

GRAMMAR CHECK

Read the list. **Underline** the prepositions of place. **Circle** the prepositions of direction. **Highlight** the prepositions of time. **Look** at the chart below if you need help.



G

- **Prepositions of place** indicate the relative position of people, places and things.
- **Prepositions of direction** indicate where someone or something is moving.
- **Prepositions of time** indicate the time, date or duration of an event.

Prepositions		
Place	**Direction**	**Time**
above, across, at, behind, below/under, beside, between, in, in front of, inside, near, next to, on, on the bottom/the top, on/to the left/right, on top, on top of, over	*along, at, beyond, down, from, in, into, through, to*	*after, at, before, by, during, from . . . to, for, in, on, since, until*

RED FLAG

To or *at*? Use *to* with verbs of direction, like *go, travel* and *send*. Use *at* with verbs such as *be, arrive* and *stay*.

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A. Complete the sentences with prepositions of place or direction.

1. The serious young man sat nervously _____ the café table _____ the window, drinking his coffee.
2. Look down—the book you are looking for is _____ the shelf.
3. _____ the airplane window, Cassie could see the clouds _____ her.
4. Gregg couldn't find his keys, even though they were right _____ him, _____ the fruit bowl _____ the counter.
5. When you make shepherd's pie, do you also put potatoes _____ the corn and sprinkle paprika _____?
6. There was so much noise _____ the restaurant that it was hard to hear the voices _____ the racket.
7. The footprints indicated that the burglar had climbed _____ the fence and walked _____ the path _____ the house.
8. I go _____ the theatre, which is _____ the pharmacy and the shoe store, each week.
9. I walk _____ the shopping mall to get _____ the pharmacy.

B. Write the prepositions of time in the following sentences.

1. _____ lunchtime, Laura announced that she was going to South Africa to study _____ a year.
2. _____ the assembly, the principal explained the new study abroad project _____ 20 minutes.
3. Maryse told us she had dreamed of auditioning for the singing competition _____ she was 10 years old.
4. _____ going to Whistler for the summer, Brendan said that he was going to stay there _____ there was no more work.
5. The metro stop for Bonaventure comes _____ Lionel-Groulx station.
6. Joannie bought a Mayan carving _____ her trip to Belize.
7. Do you really think it is appropriate for parents to make their children wait _____ they are 16 _____ they can have a cellphone?
8. They have been working on that new arena _____ last year. _____ then, we didn't have one.

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C. **Complete** the sentences with *to, in* or *at.*

1. We like _____ go to the water park _____ the summer.
2. Jade and I will travel _____ Africa next summer. We will be living _____ a sponsor's house.
3. I hope we are waiting _____ the right bus stop to go _____ Mascouche.
4. My mother sent me _____ the store to buy milk, but I got distracted _____ the park on the way there.
5. I am _____ home sick _____ bed today, but I was supposed to go _____ school.
6. I like to go _____ the city, but I am happier when I am _____ home or _____ the forest.
7. I love to go _____ the beach. When I am _____ the beach, I always swim _____ the lake.
8. My little brother was sitting _____ my desk, looking _____ my drawers when I arrived _____ the door.
9. We were _____ the movie theatre, sitting _____ our seats when the alarm rang, and we had to head _____ the nearest emergency exit.
10. I stayed _____ my aunt's house while I was _____ Paris. We went _____ the Louvre.

D. **Circle** the prepositions of time, place or direction in the minutes of the school meeting.

Valley High School Meeting Minutes

[Excerpt (to / from) meeting held (at / on) March 13, 2012, (on / in) Room 14 (to / at) Valley High School] Word (from / of) the Students

1. Student Carnival: The event took place (from / of) February 21 (at / to) 27. Many students participated (in / at) the activities. Most were held (on / at) lunchtime (into / in) the cafeteria.
2. Ski Trip: Students attended a meeting last Tuesday (at / to) 4:00 p.m. to discuss last-minute details regarding the trip (to / at) Morin Heights, (of / from) March 15 (to / at) 18. Everything appears to be (at / in) place.
3. Girls' Night Out: The event is postponed (to / until) date confirmation is received (of / from) the principal.
4. Guys' Night Out: A hockey tournament will take place (at / on) March 27. Fifty students' names are (in / on) the sheet (to / in) the Phys. Ed. office. Encouraging!
5. (At / In) the future, all student council activities must be presented (by / in) writing (for / to) the principal's approval.

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Conjunctions and Transition Words

Interactive Workshop

GRAMMAR CHECK

Read the list. **Underline** all the conjunctions and transition words. **Look** at the chart below if you need help.

Dear Mr. Lyons,

Last month, a letter announced that there will be sanctions for students who miss school for trips abroad during school time. I feel that this is unfair and unjustified.

First of all, many students at our school are from various ethnic backgrounds. Consequently, they may need to visit relatives in their countries of origin.

Furthermore, the policy implies that the students involved do not keep up with their school work. However, when my friends travel, they use computers so that they can communicate with teachers online, and they stay caught up with their school work.

Finally, life today is very stressful and hectic, as well as demanding. These trips abroad enable students to spend quality time with their families.

Sincerely,

Georgina

G

▶ **Use conjunctions and other transition words** to connect two words, phrases or sentences. They have different functions.

Function	Conjunction / Transition Word	Example
Adds another idea	*also, and, besides, furthermore, in addition, moreover*	***Besides** being far from the beach, the hotel was in poor condition.*
Indicates a choice	*either . . . or (affirmative), neither . . . nor (negative), on the one hand . . . on the other hand, whereas*	*We could **either** stay here **or** go back home.*
Compares or contrasts two different ideas	*but, however, instead, nevertheless, on the other hand, yet*	*We could have found another place, **but** we decided to stay.*
Shows an unexpected contrast	*although, despite the fact that, even if, even though*	***Even though** we had fun, we would not return to that location.*
Indicates a reason	*as, because, for, since*	*The flight was cancelled **because** of bad weather.*
Introduces a statement	*that*	*We knew **that** it was unsafe to fly.*
States a consequence	*as a result, because of this, consequently, for this reason, so, therefore*	***As a result**, we had to stay at the airport overnight.*
Structures or sequences ideas	*first, firstly, first of all, second, secondly, third, thirdly, next, finally, in conclusion, to conclude, lastly*	***In conclusion**, school should start at 11 a.m.*

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A. **Match** the first part of the sentences to the second part. Then, **underline** the conjunctions and transition words.

1. It is estimated that landmines claim an innocent victim every 20 minutes,	_____	**a.** even though it was raining.
2. When things get rough with your best friend,	_____	**b.** you can either talk about it or let things go.
3. Jerry wasn't getting enough hours at the grocery store,	_____	**c.** since scientists aren't sure how they will impact ecosystems.
4. Genetically-modified foods are becoming a controversial topic	_____	**d.** and yet, they are still used in over 60 countries.
5. My father was outside working in the yard	_____	**e.** so he decided to find another job.
6. She failed the test,	_____	**f.** even though she came prepared.
7. The hotel is inexpensive;	_____	**g.** and finally got married.
8. They met in high school, dated for 10 years	_____	**h.** moreover, it is close to the main attractions.
9. I love animals,	_____	**i.** despite the fact that I didn't make the mess.
10. I was cleaning the basement	_____	**j.** however, I also love hamburgers.

B. **Indicate** the function of the conjunctions and transition words used in Exercise A.

1. _____ **6.** _____

2. _____ **7.** _____

3. _____ **8.** _____

4. _____ **9.** _____

5. _____ **10.** _____

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C. **Complete** the prompts using the conjunction in bold.

1. Maggie spoke to the school nurse about her problem, **but** . . .

_____

2. Driving schools have to comply with strict regulations, **otherwise** . . .

_____

3. Bruno refused to answer email messages, **even if** . . .

_____

4. The fundraiser brought in a lot of money, **so** . . .

_____

5. My summer vacation was terrific, **yet** . . .

_____

6. All the computers in the school were **either** . . .

_____

7. I wasn't able to finish my homework **since** . . .

_____

8. We could either stand here and do nothing **or** . . .

_____

D. **Complete** the note with conjunctions and transition words from the Word Box.

Word Box

to begin with • and • because of this • but
even if • however • lastly • secondly

Zoé!

Did you borrow my sweater again? _____[1], you know it's my favourite!

_____[2], I told you it was really expensive. _____[3], it doesn't even fit you!

You could have listened to me, _____[4] you borrowed it _____[5] stained it. _____[6], I will never lend you anything again, _____[7] you beg me!

_____[8], I would like to borrow your new shoes for the party. Can I?

Janie

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E. **Use** conjuctions or transition words to link the ideas.

1. Richard passed his final exam. He didn't study very much.

_____

2. Tanya drank so much coffee. She had trouble falling asleep.

_____

3. I would love to have a dog. I have very bad allergies.

_____

4. My brother is in great shape. He exercises constantly.

_____

5. I enjoyed my vacation. It rained every day.

_____

6. I love baking bread. It makes the house smell so good!

_____

7. The museum visit was very interesting. It was very educational.

_____

8. I stopped skiing. I broke my leg.

_____

9. I love playing hockey. I'm not very good at it.

_____

10. The dog barked all night. It didn't want to come in the house.

_____

F. **Describe** how to make your favourite sandwich. **Use** conjunctions and transition words to combine sentences and **make** the instructions easy to follow. **Underline** the conjunctions and transition words you use.

_____

_____

_____

_____

_____

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Capitalization and Punctuation

GRAMMAR CHECK

Read the article.
Underline all proper nouns and adjectives.
Circle the punctuation.
Look at the charts below and on page 225 if you need help.

Joé Juneau: From Player to Mentor

In Northern Québec, Joé Juneau is known as the Nunavik Missionary. He uses his passion for hockey to encourage and coach young Inuk players in the region.

During Juneau's 12-year NHL hockey career, he played for many teams, such as the Boston Bruins, the Washington Capitals and the Montréal Canadiens. Since his retirement from professional sports, he has worked as an aeronautical engineer for Harfan Technologies.

He hasn't forgotten his first love: hockey. He has launched the Nunavik Youth Hockey Development Program (NYHDP) to encourage Inuit youth to stay in school. When Juneau arrived in the North in 2006, few locals played hockey. Now, all 14 communities in Nunavik are in the game.

Juneau looks to the future with optimism. His dream? To one day see an Inuit player in the Québec Junior Hockey League.

Capitalization

G ▶ **Use capital letters** in the following situations.

Used For	Example
The first word of a sentence	*The cyclists rode from Milan to San Remo.*
Proper nouns and their derived adjectives (names, places, days, months, nationalities, languages)	*Ian is going to Boston on Monday, April 23.* *That Russian model speaks Russian, German, English and French.*
The pronoun *I*	*You and I are in the same driving class.*
Titles (capitalize the main words)	*They are reading Of Mice and Men.*
Acronyms	*NATO, FIFA, CBC*

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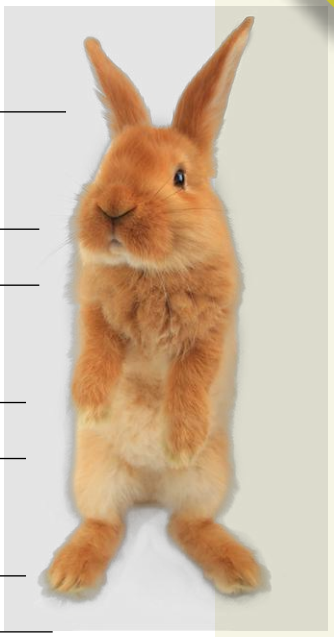
A. Rewrite the sentences with capital letters in the correct places.



1. chris decided to order in sushi for dinner.
   Chris decided to order in sushi for dinner.
2. last january, michel and linda sent us a postcard from cayo largo.
3. this year, the oscars will be aired on february 26.
4. the music in the movie was taken from adele's album.
5. in vieux québec, organizers were getting ready for the big air snowboarding event.
6. juliette decided to name her new rabbit frito.
7. star académie auditions are taking place at the governor's hotel on laurier boulevard.
8. he is travelling to australia, through africa and then back to the usa.
9. tim's father teaches introduction to political science at uqàm.
10. when i go to new york city, i want to visit the museum of natural history.

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B. **Correct** the capitalization in the following job ad.

salsalito water and fun park

salsalito water and fun park is the second-largest water park in north america. it is open monday to friday from 9:00 a.m. to 5:00 p.m., and saturday to sunday from 9:00 a.m. to 8:00 p.m., from may 21 (victoria day weekend) to september 5 (labour day weekend).

seasonal job opportunities

if you're looking to put your interpersonal skills and dynamic personality to good use, we're looking for someone like you! salsalito water and fun park has a number of job opportunities for an exciting summer season. if you think you've got what it takes, then send your cv to:

summerjobs@salsalitowaterpark.com.

let the fun begin!

"my summer as a lifeguard at salsalito water and fun park was the experience of a lifetime. apply today! you won't regret it!"

jonathan dukeshire

summer 2015 employee, student at vanier college

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Punctuation

G ▶ **Use these types of punctuation** for the following functions.

Type	Function	Example
Period	• To end a sentence • To separate initials • To end abbreviations	*The door is open.* *L.M. Montgomery* *4050 Cyril St.*
Comma	• To separate items in a list • To separate phrases in a sentence • To separate numbers in a date	*Please buy bread, butter, milk and eggs.* *It broke, so I fixed it.* *August 20, 1963*
Colon	• To introduce information • To introduce a list • To separate hours, minutes and seconds in Universal Time	*Group: 2A* *Please bring:* *pencils* *a ruler* *an eraser* *The concert starts at 7:30 p.m.* *He finished the race with a time of 2:25:20.*
Exclamation mark	• To show surprise or emotion • To warn	*That is amazing!* *Be careful!*
Question mark	• To indicate a question	*What are you doing?*
Apostrophe	• To show possession • To indicate a missing letter in a contraction	*The car's mine.* *I can't go.*
Quotation marks	• To indicate dialogue	He said, "You inspire me." "You inspire me," he said.

RED FLAG

A colon is NOT preceded by a space in English. It comes right after the last letter of the word. Colons: no extra spaces.

C. Complete the sentences with the names of the correct punctuation marks.

1. A _____ separates two ideas in one sentence.
2. A _____ at the end of the sentence lets the reader know that you expect an answer.
3. An _____ shows anger, excitement or surprise.
4. A _____ at the end of a line indicates that the writer is about to list off several items.
5. Text in between _____ represents someone's exact words.
6. An _____ indicates possession.
7. A _____ shows the end of a sentence or abbreviation.

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D. **Add** punctuation in the correct places.

Funky Breath Fix

If a friend has ever discreetly told you Here, have a breath mint then look no further This article is for you Try out one of these bad-breath busters the next time you have tacos or extra garlic in your Caesar salad

1. **Parsley** Parsley isn t just on the plate to look pretty When you chew on a sprig of parsley its natural oils help freshen your breath Who knew

2. **Citrus Fruit** Citrus fruit like oranges and lemons zap odours caused by spicy foods Try sucking on a lemon wedge drinking mineral water with lemon in it or even opting for lemon-flavoured candy

3. **Apples** An apple a day keeps the bad breath away Maybe it s not the real expression but it s so true Eating an apple is nature s way of cleaning your teeth when you can t reach for your toothbrush

4. **Mint and Cinnamon** Chewing on a mint leaf or cinnamon stick takes care of oral bacteria Did you know that cinnamon gum is doubly effective Not only will it freshen your breath but it will reduce cavities too

5. **Yogourt and Fruit** A breakfast of plain sugar-free yogourt topped with fresh fruit will zap the hydrogen sulfide caused by bacteria in your mouth that can sour your breath

Eat one of these breath-saving foods and you ll be fresh and ready to meet and greet with confidence

E. **Write** a letter on a sheet of paper to apply for a position at the Salsalito Water and Fun Park, as advertised on page 224. **Exchange** letters with a classmate and **proofread** the use of capitalization and punctuation in the text.

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Question Words

Interactive Workshop

FYI . . .

So you want to know what I'm doing tonight? I'm staying home. Don't tell me what you're doing, where you're going, who you're seeing—I just want to stay home and learn how to use my new app: the one that tells me what's going on, which party is the most exciting and who is going to be there. How long will that take me? Hopefully not too long. Then you won't have to tell me what you're doing, where you are or who you're with—my phone will do it!

GRAMMAR CHECK

Read the article. **Underline** all the question words. **Look** at the chart below if you need help.

G ▶ **Use these question words** to gather the following information.

Question Word	To Ask About	Example
Who	identity of persons	***Who*** *is your coach?*
What*	identity of things and events	***What*** *do you do on weekends?*
Where	place	***Where*** *does your mother work?*
When	time	***When*** *are you leaving?*
Why	reason	***Why*** *does he hate cats?*
How	manner, means, degree	***How*** *do you do this exercise?*
Which	choices	***Which*** *shirt do you prefer?*
Whose	possession	***Whose*** *dog is this?*

* *What* can also be a subject: ***What*** *is his problem?*

How + Adjective/Adverb	To Ask About	Example
How much	quantity (uncountable nouns)	***How much*** *money do I need?*
How many	quantity (countable nouns)	***How many*** *girls are on the team?*
How old	age	***How old*** *is your dog?*
How big/tall/high/small	size	***How small*** *is an atom?*
How long	duration/length	***How long*** *will this last?*
How often	frequency	***How often*** *is he absent?*
How far	distance	***How far*** *is the store from here?*

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A. **Write** questions to complete the FAQ. **Refer** to the underlined information.

The *What's Happening Where* App: FAQ

Q: _____

A: First, you should install the application onto your smart phone.

Q: _____

A: It won't take long—only a minute or two, depending on the speed of your internet connection.

Q: _____

A: The app can tell you which social events are happening near you, how fun they are and who is there.

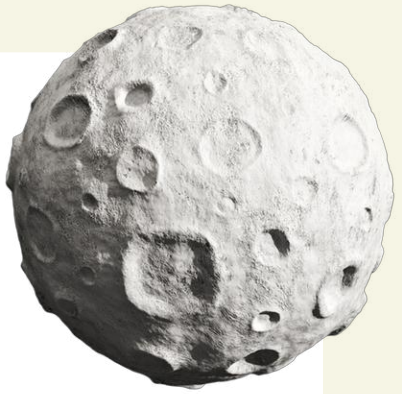
Q: _____

A: The app knows if the event is fun based on the ratings of people who are already there.

Q: _____

A: People use this app because they don't want to waste their time at boring parties!

B. **Write** questions using the words provided in the boxes below.



how often • how long • how many • how far
how intensely • how much • how strong • how high

clean your bedroom • the next bus stop • an elephant • cookies
the moon • exercise • doing homework • money

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

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Functional Language

Identification

My name is Robert. *I'm from* the Laurentians.
This is my friend, John.
Hi, nice to meet you.

Teamwork and Encouragement

Do you have a partner/group?
Would you like to work with me/us?
Thanks, but I'm working with Philippe.
Can I work with you?
What's your idea?
That's a great idea! Good work. We did it!

Advice and Feedback

Could you give me your feedback on my draft*?*
I really need your opinion.
What do you think about this?
Do you have any suggestions?
Why don't you try to use another word*?*
You could add pictures.
If I were you, I would talk to the teacher.

Giving and Asking for Help

How do you write/say/spell . . . ?
How would you do this?
Could you give me a hand with this?
Do you want me to help you?
How can I help you?
I can help you with that.

Apologies and Interruptions

I'm sorry about that.
Please forgive me!
I didn't mean to hurt your feelings.
Excuse me, I don't mean to interrupt but . . .
I'm sorry to interrupt but . . .
That's all right.
Don't worry about it.

Reflecting

I was able to understand because I took notes.
I had difficulty with the text.
I need to work on my spelling.
This strategy helped me to understand the text.

Feelings, Interests, Tastes and Preferences

I like skiing *but I don't like* skating.
I prefer working in teams.
I feel frustrated when I don't understand.
Are you interested in travelling*?*
Would you rather write a song *or* a story*?*
Do you prefer texting *or* talking on the phone*?*

Describing and Asking about Events, Experiences, Ideas and Issues

This is about the Titanic.
It takes place on a ship.
It was great because . . .
The interesting thing was . . .
The problem with that is . . .
What happened next?
Can you tell me more about the movie*?*

Asking for Information

Who is in your group*?*
What time can you meet*?*
Where can we find more information*?*
When is the exam*?*
Why are you late*?*
How long did you study*?*

Agreeing and Disagreeing / Asking for, Giving and Supporting Opinions

I agree. I think you're right.
I disagree. I think you're wrong.
In my opinion, the song gives a strong message.
What do you think about this issue*?*
Are you for or against the decision*?*
I believe this because . . .
Based on the text . . .
For example . . .
Why are you for/against this point*?*
What are your arguments/reasons?

Goal Setting

My goal is to contribute more in class.
This year, I plan to use English more often in class.
I need to work on my pronunciation.
By the end of the year, I will improve my English vocabulary.

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The Response Process

Use the response process to construct the meaning of written, spoken and visual texts.

1. Explore the text.

Before you read, listen or view the text, ask yourself these questions:

- What do I notice about the **title** and **illustrations**?
- What do I think is the **topic** of the text?
- What do I **already know** about this topic?
- What is the **general message** of the text?
- What do I want to **learn** from this text?
- What's my **plan** for reading?
- What **resources** should I use?

While you listen, read or view the text, ask yourself these questions:

- Which of my **predictions** and **inferences** were correct?
- Which details will help me answer the **guiding questions** for the text?
- What are the **important elements** of this text?
- What types of **semantic mapping** can I use to organize information?
- Which **keywords** do I need to look up in the dictionary?

After you are finished, ask yourself these questions:

- How can I find the answers to the **guiding questions** for the text?
- What are my **reactions** to the text?
- What did I **have trouble understanding** in this text?
- What parts of the text should I **reread**?
- What have I **discovered** from this text?
- What **questions** do I still have about the text?
- What have **others** understood from this text?

2. Connect with the text.

Ask yourself the following questions, and compare your answers with your classmates:

- What **surprised** me in this text?
- What did I find **interesting** in this text?
- What type of **personal connection** do I have with the text?
- What is my **opinion** about the text?

3. Generalize beyond the text.

Relate what you have learned to your community and to life in general. Ask yourself:

- How does this topic affect **my community**?
- How is this topic important on a **bigger scale**?
- How should people **act** in this type of situation?
- How can I make people in my community or my school more **aware** of this topic?

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The Writing Process

1. Prepare to write.

- Choose your topic.
- Reflect on your purpose.
- Identify your audience.
- Select the appropriate text type.
- Set the tone for your language.
- Plan your text.
- Investigate possible resources.

2. Write a draft.

- **Write:** Include ideas, opinions, thoughts and feelings. Leave space to make adjustments and add new ideas. Support your ideas with facts, examples and arguments.
- **Compare:** Check your outline or graphic organizer to make sure your draft follows the same structure. Recheck your instructions. Compare your text with the model text, if one has been provided. Add new ideas to your draft.
- **Cooperate:** Discuss your ideas with your classmates. Modify your draft with new ideas or changes that result from your discussion.

3. Revise your text.

Clarity	• The message and your ideas are clear.
Organization	• Your text is well organized.
Language	• Your choice of words is appropriate.
Purpose	• Your text achieves your intended purpose.
Audience	• Your text reaches your target audience.
Feedback	• You considered feedback from your classmates or your teacher.
Rewriting	• You added, substituted, removed and rearranged ideas and words when you reworked your draft.

4. Edit your text.

- Use resources.
- Get feedback.
- Use an editing checklist.
- Create your final copy.

5. Publish your text (optional).

- Consider presentation formats.
- Use resources and strategies.
- Think about how to reach your target audience.
- Do a self-evaluation.

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The Production Process

1. Pre-production: Plan your media text.

In the production process, you will create a media text. Some examples of media texts are posters, videos, computer presentations, web pages and books.

- Choose your topic.
- Reflect on your purpose.
- Select the appropriate text type.
- Set the tone for your language.
- Plan your visuals and techniques.
- Decide which strategies you will use.
- Research possible production resources.
- Investigate possible research resources.
- Think about how to cooperate with your team.
- Establish the roles and responsibilities of each team member.
- Write a focus sentence for your text.
- Decide whether to create a script or a storyboard for your text.

2. Production: Produce your media text.

- Decide how to create the text.
- Choose the media conventions and techniques you will use.
- Check your resources.
- Identify the editing techniques you will use for your text.

3. Post-production: Present and reflect on your media text.

Present your media text to your target audience and reflect on:

- Audience feedback and reactions to your text
- Teamwork
- How to improve your text
- Your goals for future media texts

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Strategies for Oral Interaction C1

Ask questions
Ask for feedback about how you are doing. If you don't understand, ask others to clarify what they mean.

Recast
Repeat back what you hear to check understanding.

Gesture, Stall for time or Substitute
Use gestures to clarify your message or words like *um* when you're not sure, or use less precise words to describe what you mean.

Take risks
Experiment with new language. It is O.K. to make errors! Lower anxiety by reminding yourself that you're getting better.

Practise
Look for opportunities outside of class to practise speaking English.

Encourage yourself and others
Support all efforts to speak in English.

Self-monitor and Self-evaluate
Check and correct what you say. Pay attention to any new language you're using.

Rephrase
Repeat your ideas using different words to help others understand.

Develop cultural understanding
Communicate with English speakers to learn more about their culture.

Set goals and objectives
Set short-term and long-term goals to improve your English.

Express and support an opinion
It is important to communicate your ideas clearly when discussing a topic. Support your opinion with a reason or an example.

Brainstorm
Build on the ideas of others. Listen carefully to what your partner says.

Add details
When you interact orally, make the conversation more interesting by giving examples or telling stories.

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Strategies for Understanding Texts C2

Activate prior knowledge
Think about what you already know about the subject.

Focus your attention
Avoid distractions and plan in advance which information you need to pay attention to.

Ask questions
If your resources cannot help you, ask for assistance.

Lower anxiety
Accept that you will not understand everything. This is normal when learning a new language.

Take notes
Write down important ideas.

Skim
Look over the text to get the general idea.

Scan
Look for the information you need.

Self-monitor and Self-evaluate
Pay attention to how you're doing. Check and correct your own work. Reflect on what you've learned.

Practise
Read and listen to English outside the classroom—from cereal boxes to TV shows.

Guess meaning from context
Infer and make deductions from context clues.

Engage in active reading
Determine the purpose of the text, ask yourself what you already know about the subject, try to predict, reflect on the content and highlight parts that challenge or interest you.

Infer
Make deductions from context clues.

Compare
Focus on similarities and differences.

Predict
Make intelligent guesses based on what you know.

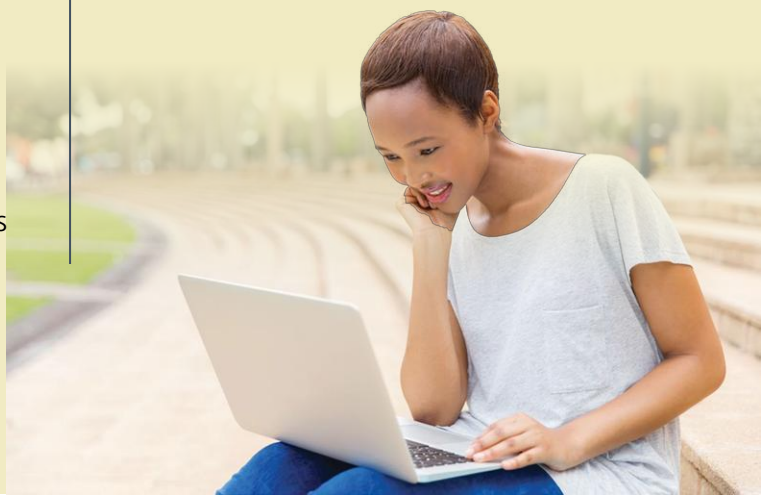
Prepare to listen
Read the title, questions, vocabulary and any other information related to the audio or video segment. Try to predict what the video will be about.

Synthesize
Extract the essential information from what you have read. Take notes and try to summarize the major points into a synthesis.

Find the main idea
Focus on what you already know about the topic and pay attention to the general message instead of specific details.

Find supporting ideas
Read a text carefully and identify the different arguments the author uses to justify his or her main idea.

Find key words
Remember to write only key words while reading or viewing. Complete your ideas at the end.



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Strategies for Writing Texts C3

Activate prior knowledge
Think about what you already know about the subject.

Plan your work
Use the phases of the writing or production process.

Ask questions
If your resources cannot help you, ask for assistance. Ask others for feedback on your draft.

Focus your attention
Avoid distractions. Pay attention to model texts when available.

Plan
Think about the steps for your text or project. Include all the necessary elements.

Transfer
Use new grammar points in your text or production.

Recombine
Put language or ideas together in a new way.

Self-monitor and Self-evaluate
Pay attention to how you're doing. Check and correct your own work. Reflect on what you've learned.

Cooperate
Work with others to complete your project.

Revise for unity and cohesion
Make sure all of the ideas are clear, connected and well organized. Make sure there is a logical flow from one idea to the next.

Summarize
Restate the main elements of a text in a shorter form. Use your own words.

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The Opinion Piece

An effective opinion piece has an organized structure and convincing arguments. Writers must plan their texts carefully and keep in mind the following:

- The **purpose** of an opinion piece is for the writer to express an informed, personal opinion on an issue and to convince readers to agree with that position.
- Writers should address their **audience**, using arguments that it can relate to. Writers should consider that the audience may have little knowledge about the topic. Therefore arguments should be expressed clearly and concisely.

PARTS OF AN OPINION PIECE

A catchy title

The introduction:

- presents the topic
- captures the reader's attention with a strong opening statement
- provides background information on the topic
- contains a position statement (the writer's opinion)

Supporting paragraphs:

- contain a topic sentence that supports the position statement
- provide strong arguments that support the writer's opinion
- use a variety of writing techniques

The conclusion:

- reformulates the writer's opinion
- ends with an interesting closing statement

GLOSSARY

cattle herds → number of cows kept together

waterways → rivers

Overgrazing → eating too much vegetation

Should We Try to Eat Less Meat?

Our love of meat is destroying the planet and our health. Most of us don't think of the consequences of a eating meat as often as we do. The fact is, the planet's survival and our survival depend on people eating less meat.

Producing meat is a terrible source of pollution. The United Nations reports that **cattle herds** are responsible for 18% of the greenhouse gases that cause global warming; that is more than cars, planes and all other forms of transportation combined. The pollution from animal waste contaminates **waterways** and washes into the ocean where it interferes with the ecosystem and creates dead zones.

Next, cattle farming is one of the main causes of deforestation on the planet. **Overgrazing** by these animals is turning fertile lands into deserts. Deforestation affects the habitats of wild animals and is one of the main causes of greenhouse gas emissions.

Furthermore, eating meat has been linked to many health issues. It hardens blood vessels, and studies show that people who eat red meat live shorter lives than vegetarians. Too much meat also puts you at risk of diabetes and it may put your brain and your colon at risk, too, because of its iron content.

In conclusion, it's time to rethink our addiction to beef, because so many studies show that eating meat is simply not sustainable for our bodies or for the planet. The next time you go to a restaurant, try the veggie burger instead!

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Verb Tense Overview

Other Verbs		
Tense	**Affirmative**	**Negative**
Simple Present	I/You **eat**. She/He/It **eats**. We/You/They **eat**.	I/You **do not** (**don't**) She/He/It **does not** (**doesn't**) We/You/They **do not** (**don't**) **eat**.
Simple Past (regular verbs)	I/You/She/He/It We/You/They **worked**.	I/You/She/He/It We/You/They **did not** (**didn't**) **work**.
Simple Past (irregular verbs) **See list of irregular verbs on page 242.**	I/You/She/He/It We/You/They **spoke**.	I/You/She/He/It We/You/They **did not** (**didn't**) **speak**.
Present Continuous	I **am** (**'m**) You **are** (**'re**) She/He/It **is** (**'s**) We/You/They **are** (**'re**) **talking**.	I **am not** (**'m not**) You **are not** (**'re not**, **aren't**) She/He/It **is not** (**'s not**, **isn't**) We/You/They **are not** (**'re not**, **aren't**) **walking**.
Past Continuous	I **was** You **were** She/He/It **was** We/You/They **were** **singing**.	I **was not** (**wasn't**) You **were not** (**weren't**) She/He/It **was not** (**wasn't**) We/You/They **were not** (**weren't**) **running**.
Future with *Will*	I/You/She/He/It We/You/They **will** (**'ll**) **come**.	I/You/She/He/It We/You/They **will not** (**won't**) **come**.
Future with *Be Going To*	I **am** (**'m**) You **are** (**'re**) She/He/It **is** (**'s**) We/You/They **are** (**'re**) **going to study**.	I **am not** (**'m not**) You **are not** (**'re not**, **aren't**) She/He/It **is not** (**'s not**, **isn't**) We/You/They **are not** (**'re not**, **aren't**) **going to study**.
Future Continuous	I/You/She/He/It We/You/They **will** (**'ll**) **be going**.	I/You/She/He/It We/You/They **will not** (**won't**) **be going**.
Present Perfect	I **have** (**'ve**) You **have** (**'ve**) She/He/It **has** (**'s**) We/You/They **have** (**'ve**) **arrived**.	I **have not** (**haven't**) You **have not** (**haven't**) She/He/It **has not** (**hasn't**) We/You/They **have not** (**haven't**) **arrived**.
Modals	I/You/She/He/It **should help**. We/You/They **would** (**'d**) **stay**.	I/You/She/He/It **should not** (**shouldn't**) **help**. We/You/They **would not** (**wouldn't**) **stay**.

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Verb *To Be*		
Tense	**Affirmative**	**Negative**
Simple Present	I **am** (**'m**) You **are** (**'re**) She/He/It **is** (**'s**) We/You/They **are** (**'re**) — happy.	I **am** (**'m**) **not** You **are not** (**'re not**, **aren't**) She/He/It **is not** (**'s not**, **isn't**) We/You/They **are not** (**'re not**, **aren't**) — sad.
Simple Past	I **was** You **were** She/He/It **was** We/You/They **were** — there.	I **was not** (**wasn't**) You **were not** (**weren't**) She/He/It **was not** (**wasn't**) We/You/They **were not** (**weren't**) — here.
Future with *Will*	I/You/She/He/It We/You/They — **will** (**'ll**) **be** strong.	I/You/She/He/It We/You/They — **will not** (**won't**) **be** weak.
Future with *Be Going To*	I **am** (**'m**) You **are** (**'re**) She/He/It **is** (**'s**) We/You/They **are** (**'re**) — **going to be** late.	I **am not** (**'m not**) You **are not** (**'re not**, **aren't**) She/He/It **is not** (**'s not**, **isn't**) We/You/They **are not** (**'re not**, **aren't**) — **going to be** early.

Question Formation

Verb *To Be*		
Tense	**Yes / No Questions**	**Information Questions**
Simple Present	**Am** I **Are** you **Is** she/he/it **Are** we/you/they — happy?	Where **am** I? Who **are** you? When **is** she/he/it at work? Why **are** we/you/they here?
Simple Past	**Was** I **Were** you **Was** she/he/it **Were** we/you/they — asleep?	Where **was** I? Who **were** you? When **was** she/he/it in Florida? Why **were** we/you/they in trouble?

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Other Verbs		
Tense	**Yes / No Questions**	**Information Questions**
Simple Present	**Do** I **Do** you **Does** she/he/it **Do** we/you/they — **work**?	When **do** I How **do** you Where **does** she/he/it Why **do** we/you/they — **run**?
Simple Past (all verbs)	**Did** I **Did** you **Did** she/he/it **Did** we/you/they — **see** it?	Why **did** I How **did** you When **did** she/he/it Where **did** we/you/they — **see** it?
Present Continuous	**Am** I **Are** you **Is** she/he/it **Are** we/you/they — **dancing**?	Why **am** I When **are** you How **is** she/he/it Where **are** we/you/they — **dancing**?
Past Continuous	**Was** I **Were** you **Was** she/he/it **Were** we/you/they — **sleeping**?	Why **was** I Where **were** you When **was** she/he/it How **were** we/you/they — **sleeping**?
Future with *Will*	**Will** I/you/she/he/it **Will** we/you/they — **sing**?	Where **will** I/you/she/he/it When **will** we/you/they — **sing**?
Future with *Be Going To*	**Am** I **Are** you **Is** she/he/it **Are** we/you/they — **going to work**?	Where **am** I Why **are** you When **is** she/he/it How **are** we/you/they — **going to work**?
Future Continuous	**Will** I **Will** you **Will** she/he/it **Will** we/you/they — **be going**?	When **will** I Why **will** you Where **will** she/he/it How **will** we/you/they — **be going**?
Present Perfect	**Have** I **Have** you **Has** she/he/it **Have** we/you/they — **studied**?	When **have** I When **have** you How **has** she/he/it Where **have** we/you/they — **studied**?
Modals	**Can** I/you/she/he/it **Would** we/you/they — **come**?	When **can** I/you/she/he/it Why **would** we/you/they — **come**?

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Common Phrasal Verbs

A phrasal verb combines a verb with a preposition or adverb. A phrasal verb can have a different meaning from the original verb. Some phrasal verbs take a direct object. The object can sometimes be placed in between the two words.
*She **asked** him **out**.*

Base Verb	Phrasal Verb	Meaning	Example
ask	**ask out**	invite	*Lili **asked** Ricky **out** on a date.*
	ask around	inquire about	*She was **asking around** about you.*
back	**back off**	retreat	*Jay **backed off** when he saw that I was angry.*
	back out of	move backwards or withdraw	*The car **backed out of** the driveway.* *He **backed out of** the deal.*
	back up	move backwards or make a copy of or support	*The truck **backed up** to the door.* *I **backed up** my hard drive.* *He **backed up** my version of the story.*
call	**call back**	return a call	*Lee **called** me **back**.*
	call off	cancel	*They **called off** the beach party because of the weather.*
	call on	make a request	*The teacher **called on** me to answer the question.*
cross	**cross out**	delete	*I **crossed out** my errors.*
	cross off	delete	*We **crossed** them **off** our guest list.*
cut	**cut down**	reduce	*I need to **cut down** on hamburgers.*
	cut off	remove	*He **cut off** his finger.*
	cut up	cut in pieces	*We **cut up** some potatoes.*
drop	**drop in**	arrive informally	*She **dropped in** to see us.*
	drop off	deliver	*I **dropped** my sister **off** at the mall.*
	drop out	quit	*He **dropped out** of school last year.*
fill	**fill in**	complete or replace	*I **filled in** the hole.* *He **filled in** for me yesterday.*
	fill out	complete	*Please **fill out** this job application.*
	fill up	make full	*We need to **fill** the car **up** with gas.*
find	**find out**	investigate	*Can you **find out** who she is?*
get	**get along**	have a good relationship	*They **get along** well.*
	get away	escape	*The mouse **got away** from the cat.*
	get even	get revenge	*I want to **get even** with my brother.*
	get in	enter	*I can't **get in** the house. The door is locked.*
	get on/off	embark/disembark	*I **get on** the bus at 7:00 a.m. I **get off** at 7:45 a.m.*
	get over	recover from	*I am **getting over** my last boyfriend.*
	get through	arrive at the end or to finish	*We **got through** our marathon.* *He **got through** the entire* Harry Potter *series in one month.*
	get up	rise	*You **get up** early every morning.*

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Base Verb	Phrasal Verb	Meaning	Example
give	**give away**	make a gift of or betray	*Joe **gave away** his dog.* *You **gave away** the end of the film!*
	give up **give up on**	abandon, quit	*I **gave up** on the exam after ten minutes.*
grow	**grow up**	become an adult	*When will you **grow up**?*
hand	**hand in**	give work to a teacher	*We **handed in** our homework.*
	hand out	distribute	*The teacher **handed out** the tests.*
	hand over	surrender an object or authority	*I **handed** my cellphone **over** to the principal.*
keep	**keep on**	continue	*We have to **keep on** trying to understand.*
	keep up	maintain or persevere	*I tried to **keep up** with you in the race.*
look	**look after**	take care of	*I have to **look after** my little sister tonight.*
	look over	review	*My father **looked over** the contract.*
	look up	raise your eyes or check for information	*I **looked up** and saw a bear.* *We **looked up** the words in the dictionary.*
	look out	be careful or look outside	***Look out** for bears!* *He **looked out** the window.*
make	**make up**	invent or repair a broken friendship	*She **made up** a big story.* *We **made up** after our argument.*
pass	**pass away**	die	*My grandfather **passed away** last year.*
	pass out	lose consciousness	*I **passed out** when I saw the ghost.*
pay	**pay back**	return money or get revenge	*He **paid back** the money he owed me.* *She **paid** me **back** for forgetting her birthday.*
put	**put off**	delay	*The teacher **put off** the exam to next week.*
	put up with	endure	*I **put up** with my little brother.*
run	**run away**	escape	*June **ran away** from home.*
	run into	meet by accident	*We **ran into** our teacher at the store.*
	run out	finish a supply or go to get something	*We **ran out** of milk.* *I **ran out** to the store to buy some milk.*
stay	**stay up**	remain awake	*They **stayed up** all night.*
	stay out	remain out of the house	*He **stayed out** for three days.*
	stay in	remain inside a house	*She **stayed in** during the storm.*
take	**take away**	remove	*My parents **took away** my cellphone.*
	take back	return	*I **took** my present **back** to the store.*
	take off	leave (airplane) or remove clothing	*The plane **took off** at 1 p.m.* ***Take off** your shoes.*
turn	**turn on**/**off**	start or stop something working	*I **turned on** the television. My father **turned** it **off**.*
	turn up/**down**	increase or decrease volume	*I **turned up** the volume. My father **turned** it **down**.*

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Common Irregular Verbs

Base Form	Simple Past	Past Participle
awake	awoke	awoken
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fling	flung	flung
fly	flew	flown
forbid	forbade	forbidden
forecast	forecast	forecast
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got, gotten
give	gave	given
go	went	gone
grind	ground	ground
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	lain
lead	led	led
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mislead	misled	misled
mistake	mistook	mistaken
outgrow	outgrew	outgrown
overcome	overcame	overcome
overhear	overheard	overheard
oversleep	overslept	overslept
overthrow	overthrew	overthrown
pay	paid	paid
put	put	put
quit	quit	quit
read	read	read
rebuild	rebuilt	rebuilt
redo	redid	redone
repay	repaid	repaid
reset	reset	reset
rewrite	rewrote	rewritten
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
slide	slid	slid
speak	spoke	spoken
speed	sped	sped
spend	spent	spent
spit	spat	spat
split	split	split
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
stink	stank	stunk
strike	struck	stricken
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
undo	undid	undone
upset	upset	upset
wake	woke	woken
wear	wore	worn
weave	wove	woven
weep	wept	wept
win	won	won
wind	wound	wound
withdraw	withdrew	withdrawn
write	wrote	written

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SECONDARY CYCLE TWO • YEAR TWO

UPSHOT

ENGLISH AS A SECOND LANGUAGE

Teacher's Guide

Arielle Aaronson
Cynthia Beyea
Monique Soublière

CHENELIÈRE ÉDUCATION

Upshot

English as a Second Language
Secondary Cycle Two, Year Two

Teacher's Guide

Arielle Aaronson, Cynthia Beyea, Monique Soublière

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Digital Tools from Chenelière Éducation

The *Upshot* collection is offered in digital flipbook format on Chenelière Éducation's i+ Interactif platform.

The following pages provide an overview of the platform's functionalities and of the specifics of the *Upshot* collection.

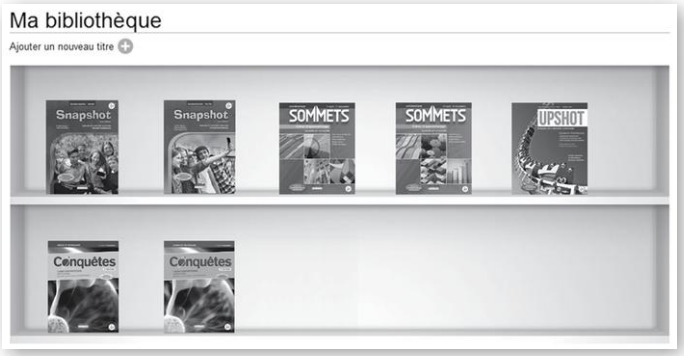
The video of the guided tour (in French) of Chenelière Éducation's i+ Interactif platform, viewable at www.cheneliere.ca under the tab i+ Interactif / Secondaire / Tour d'horizon, describes the main features of the platform and the collections it presents.

It is also possible to view tutorials (in French) which describe how to use the i+ Interactif platform's basic tools at www.cheneliere.ca under the tab i+ Interactif / Secondaire / Tutoriels.

THE LIBRARY

The Chenelière Éducation website allows teachers to access a personal library containing the digital books they have acquired.

Teachers can access their library by visiting www.cheneliere.ca/Ma bibliothèque.



Chenelière Éducation's i+ Interactif PLATFORM

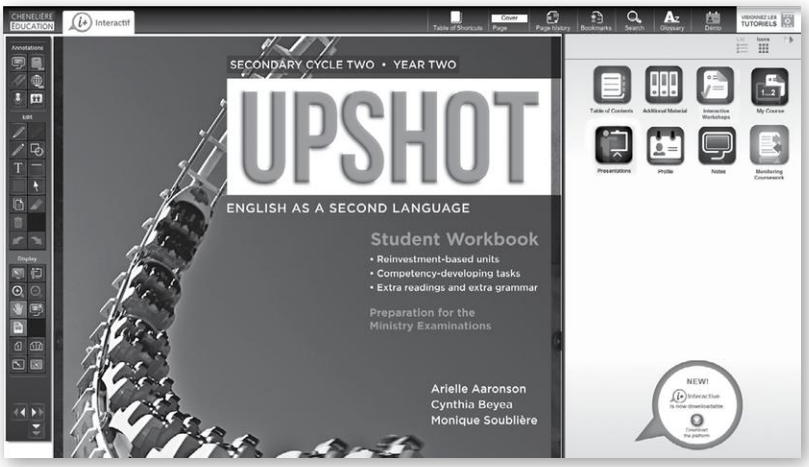
User-friendly and downloadable, the *i+ Interactif* platform is an environment perfectly adapted for in-class viewing of digital books. It offers a number of advantages. These include enhancing a workbook with personalized material and consulting various interactive content (hyperlinks, interactive maps, etc.) and reproducible documents offered by the publisher.

THE MAIN MENU

In the i+ Interactif platform, teachers can consult the digital version of each of the printed and digital components of a collection.

The main menu contains the following buttons.

1. Table of Contents
2. Additional Material
3. Interactive Workshops
4. My Course
5. Presentations
6. Profile
7. Notes
8. Monitoring Coursework



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The "Table of Contents" button leads to the flipbook's table of contents and allows teachers to explore the book.

The "Additional Material" button accesses the additional material, reproducible documents and various interactive content offered by the publisher, as well as personal files included by teachers. Searches can be carried out by chapter or by type of material (reproducible documents, hyperlinks, etc.).

The "Interactive Workshops" button allows teachers to consult the list of interactive workshops related to a title, create groups, assign activities in learning or evaluation mode to students and access their results.

The "My Course" button allows teachers to group together in one space all the resources required to teach a course. It is also possible to organize the content of a course in the order best suited to that course, and to share it with students or with colleagues.

The "Presentations" tool allows for the creation of animated presentations. It is possible to integrate screen captures, text, images, hyperlinks, page references, audio and video files and much more!

The "Profile" button allows teachers to modify their personal information. It also provides the possibility of creating student groups and colleague groups with which teachers can then share notes and documents.

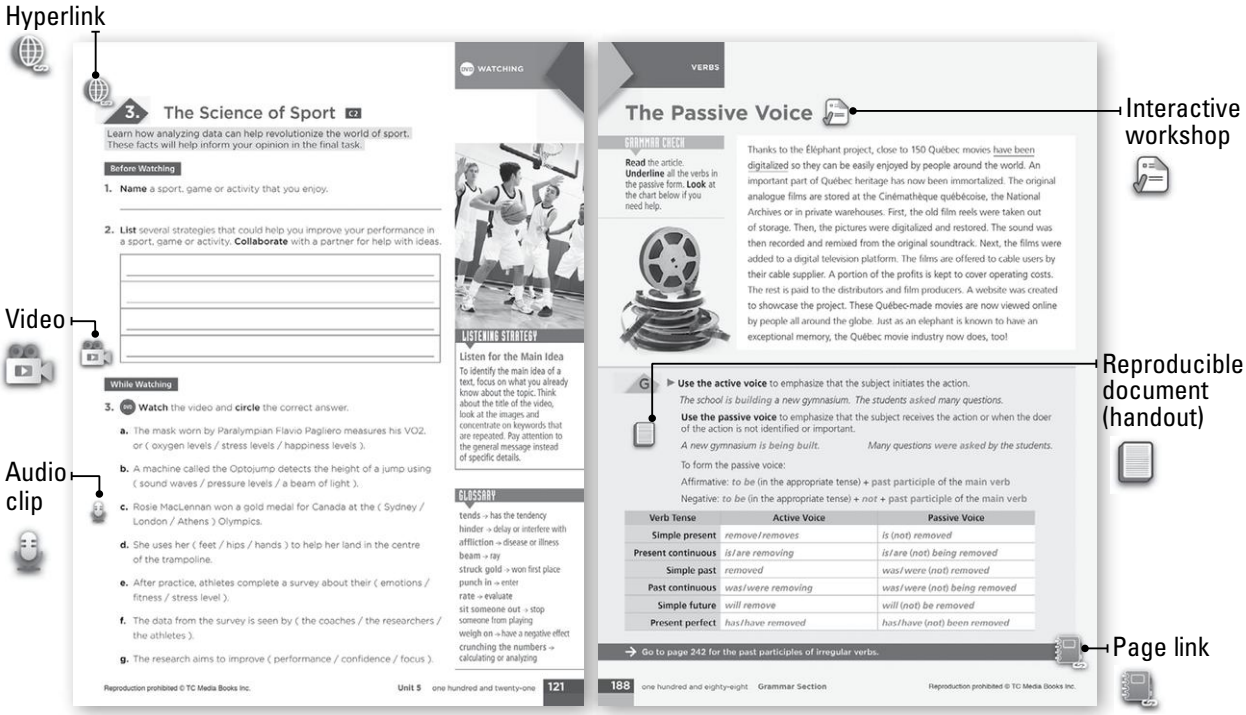
The "Notes" button groups together all the personal and public notes in one single directory. In addition, filters allow for refining note search results.

The "Monitoring Coursework" button allows teachers and students using the digital flipbook to monitor the exchange of coursework.

1. The digital flipbook

The digital flipbook of the *Upshot* collection offers teachers the possibility of projecting pages with the use of an interactive whiteboard or a projector. In this digital flipbook teachers can display answers, either one by one or all at once, or consult the teacher's notes for each page in one single click.

The pages of the workbook also contain direct access to digital and interactive content. The following clickable icons thus appear throughout the pages of the digital flipbook.


Hyperlink
Video
Audio clip
Interactive workshop
Reproducible document (handout)
Page link
3. The Science of Sport
Learn how analyzing data can help revolutionize the world of sport. These facts will help inform your opinion in the final task.
Before Watching
1. Name a sport, game or activity that you enjoy.
2. List several strategies that could help you improve your performance in a sport, game or activity. Collaborate with a partner for help with ideas.
While Watching
3. Watch the video and circle the correct answer.
a. The mask worn by Paralympian Flavio Pagliero measures his VO2. or (oxygen levels / stress levels / happiness levels).
b. A machine called the Optojump detects the height of a jump using (sound waves / pressure levels / a beam of light).
c. Rosie MacLennan won a gold medal for Canada at the (Sydney / London / Athens) Olympics.
d. She uses her (feet / hips / hands) to help her land in the centre of the trampoline.
e. After practice, athletes complete a survey about their (emotions / fitness / stress level).
f. The data from the survey is seen by (the coaches / the researchers / the athletes).
g. The research aims to improve (performance / confidence / focus).
LISTENING STRATEGY
Listen for the Main Idea
To identify the main idea of a text, focus on what you already know about the topic. Think about the title of the video, look at the images and concentrate on keywords that are repeated. Pay attention to the general message instead of specific details.
GLOSSARY
tends → has the tendency
hinder → delay or interfere with
affliction → disease or illness
beam → ray
struck gold → won first place
punch in → enter
rate → evaluate
sit someone out → stop someone from playing
weigh on → have a negative effect
crunching the numbers → calculating or analyzing
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Unit 5 one hundred and twenty-one 121
VERBS
The Passive Voice
GRAMMAR CHECK
Read the article. Underline all the verbs in the passive form. Look at the chart below if you need help.
Thanks to the Éléphant project, close to 150 Québec movies have been digitalized so they can be easily enjoyed by people around the world. An important part of Québec heritage has now been immortalized. The original analogue films are stored at the Cinémathèque québécoise, the National Archives or in private warehouses. First, the old film reels were taken out of storage. Then, the pictures were digitalized and restored. The sound was then recorded and remixed from the original soundtrack. Next, the films were added to a digital television platform. The films are offered to cable users by their cable supplier. A portion of the profits is kept to cover operating costs. The rest is paid to the distributors and film producers. A website was created to showcase the project. These Québec-made movies are now viewed online by people all around the globe. Just as an elephant is known to have an exceptional memory, the Québec movie industry now does, too!
Use the active voice to emphasize that the subject initiates the action.
The school is building a new gymnasium. The students asked many questions.
Use the passive voice to emphasize that the subject receives the action or when the doer of the action is not identified or important.
A new gymnasium is being built. Many questions were asked by the students.
To form the passive voice:
Affirmative: to be (in the appropriate tense) + past participle of the main verb
Negative: to be (in the appropriate tense) + not + past participle of the main verb
Verb Tense | Active Voice | Passive Voice
Simple present | remove/removes | is (not) removed
Present continuous | is/are removing | is/are (not) being removed
Simple past | removed | was/were (not) removed
Past continuous | was/were removing | was/were (not) being removed
Simple future | will remove | will (not) be removed
Present perfect | has/have removed | has/have (not) been removed
Go to page 242 for the past participles of irregular verbs.
188 one hundred and eighty-eight Grammar Section
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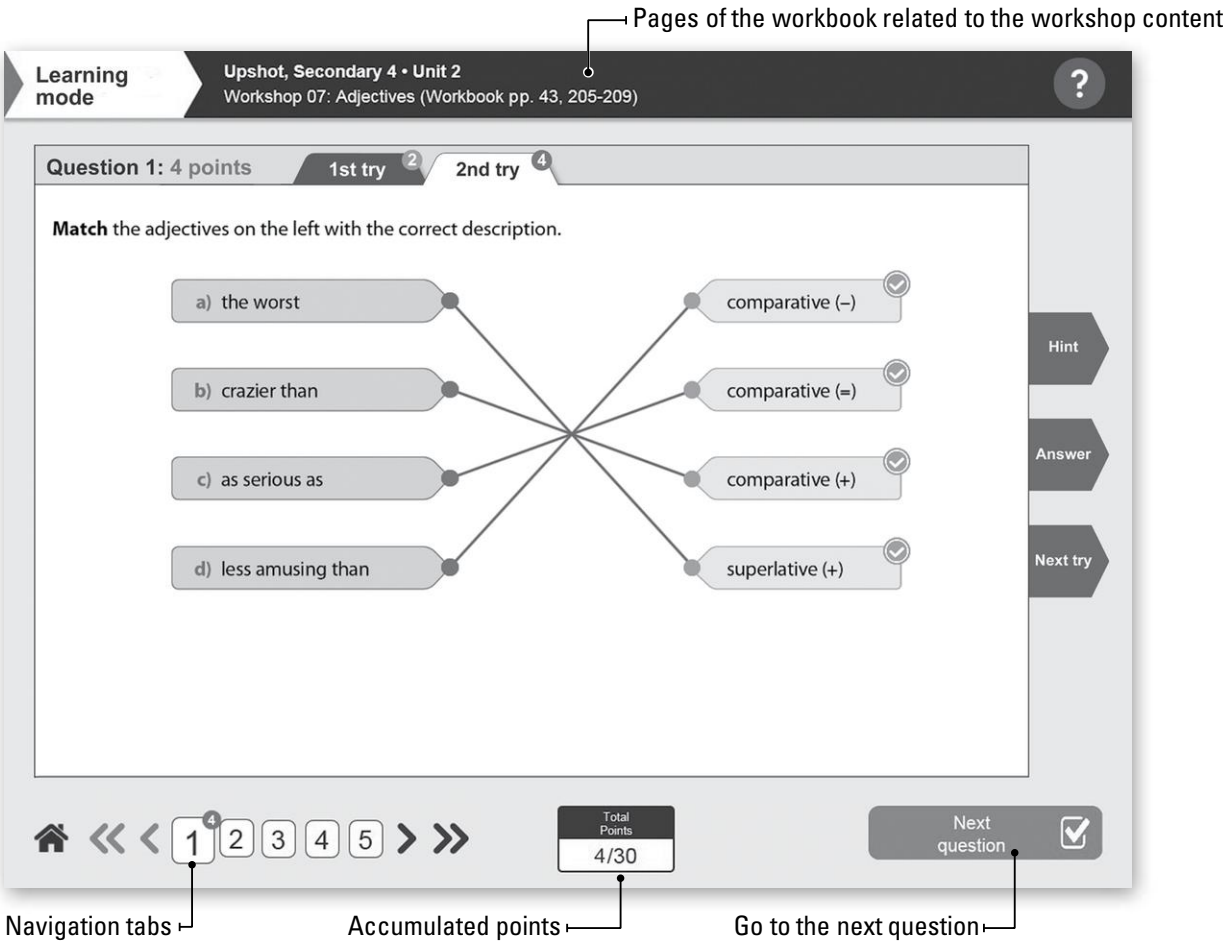
As with the workbooks, the digital flipbook of the teacher's guide of *Upshot* (which brings together all of the additional material) allows teachers to project reproducible documents using an interactive whiteboard or a projector. Teachers can also display all the answers in one single click. This digital version contains all the reproducible documents in PDF format for easy printing, as well as in modifiable Word format, allowing teachers to adapt documents according to their needs.

2. Interactive workshops

The digital version of *Upshot* Year Two contains 24 interactive workshops or quizzes that are related to the content of the workbook and sorted by theme or by grammar notion. These workshops are accessible throughout the pages of the digital flipbook as well as via the table of contents of the interactive workshops. They can be completed in class using an interactive whiteboard or individually in learning or evaluation mode. Students can complete them on their own in class, in the lab or at home using a computer or a tablet.

Each of the workshops includes 8 to 12 questions, with two additional tries/attempts (true or false, multiple choice, fill-in-the-blank, matching, drag-and-drop, drop-down menus, etc.). In learning mode in most workshops, students are given a hint to help them answer questions, then the answer and feedback once they have submitted their answers. In evaluation mode, they get no additional tries, no hints and no answer. In both modes, however, accumulated points are displayed and are updated as the students answer questions.



User-friendly learning management tools are also available to teachers with the interactive workshops. These tools allow, for example, for the creation of student groups, for assigning activities to these groups in learning or evaluation mode and for consulting the results.

For more detailed information about interactive workshops, view the tutorials (in French) at www.cheneliere.ca under the tab Interactif / Tutoriels or the user's guide (in French) available at www.cheneliere.ca under the tab i Interactif / Guides de l'utilisateur.

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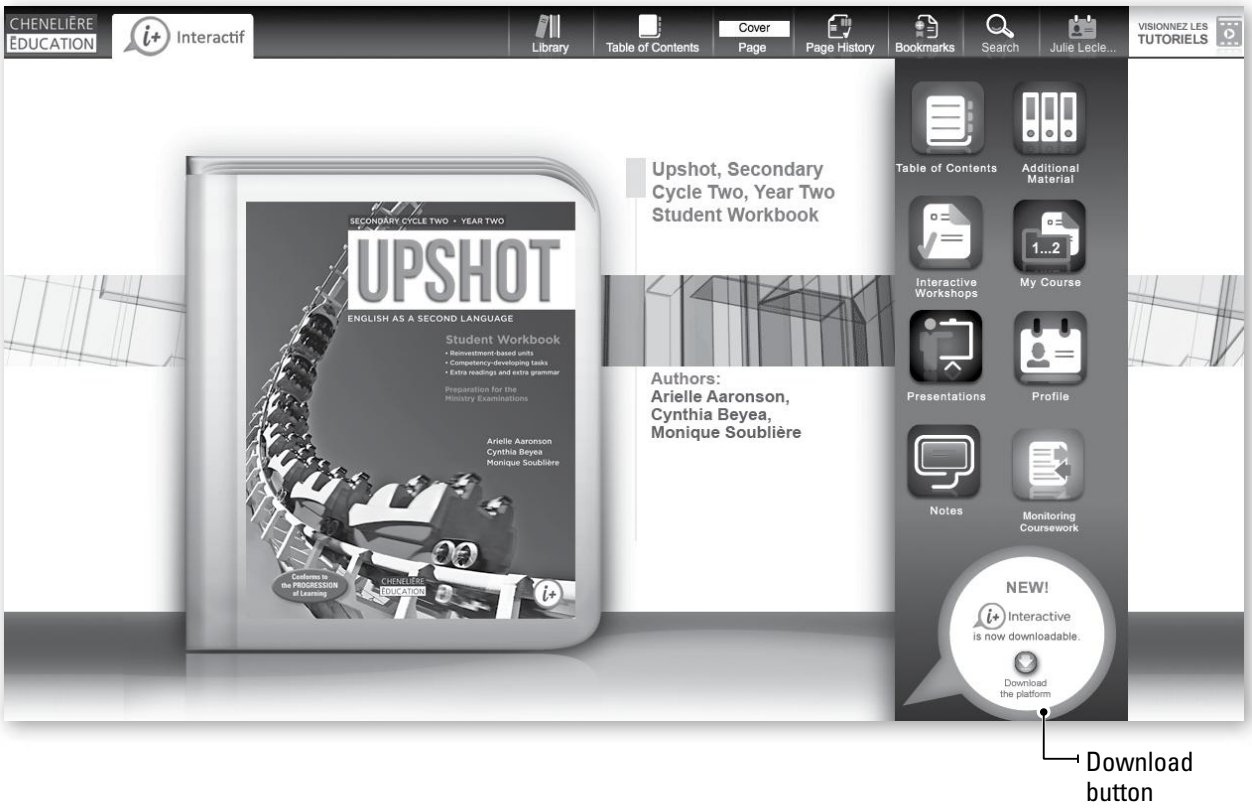
3. Downloading the platform

The downloadable version of Chenelière Éducation's Interactif platform allows you to use most of its functionalities without the need for an Internet connection. Teachers only need to connect to the Internet to synchronize operations carried out while offline. Please note that certain functionalities, like accessing a website or assigning an interactive workshop to students, require an Internet connection.



For more information about downloading the platform, view the Downloading the platform tutorial (in French) or consult the user's guide in French at http://platform.cheneliere.ca/beta/pages_info/iplus-secondaire/guides.php.

4. Tablet versions of the interactive workshops and student flipbooks

In addition to being available to teachers and students on desktop and laptop computers, Chenelière Éducation's interactive workshops are also accessible on iPad and Android tablets. This allows students to complete workshops on their tablets.

For more information regarding the Chenelière Éducation application for iPad, consult the user's guide and tutorials (in French) describing the functionalities of the Chenelière Éducation application for iPad at www.cheneliere.ca under the tabs Interactif / Guides de l'utilisateur and / Tutoriels.

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DIGITAL TOOLS OFFERED WITH *UPSHOT*

The *Upshot* collection is available on the Interactif platform, which is online and downloadable. The following elements are included.

For students

- The digital flipbook version of the workbook
- Access to 24 interactive workshops and exercises with automatic feedback, to be completed in class, in the lab or at home (these workshops are related to the workbook's themes and grammar notions)
- Access to audio files (vocabulary words, pronunciation exercises, recorded texts)
- Complementary documents and all other digital content made available by the teacher

For teachers

- All printed components in digital version
- Interactive workshops and exercises with automatic feedback developed according to the progression and structure of the collection, to be completed as a group or individually, comprised of 14 grammar workshops, 5 unit vocabulary workshops and 5 unit quizzes
- Learning management tools to measure students' progress
- All the reproducible documents in PDF and modifiable Word formats
- Answers that can be displayed one by one
- More than 40 hyperlinks
- Access to 31 CD tracks
- Access to 7 videos with and without English subtitles

OVERVIEW OF INTERACTIVE WORKSHOPS

Completion time for each workshop is approximately 30 minutes.

For each unit, there are one to three grammar workshops covering grammar notions presented in the unit; there are two additional grammar workshops linked to the Grammar Section. There are also five vocabulary workshops and five quizzes linked to specific units in the workbook. You can assign these workshops in any order you like directly from the "Interactive Workshops" buttons located throughout the digital version of the workbook.

See the following pages for a list of the workshops offered with *Upshot* Secondary Cycle Two, Year Two.

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UPSHOT SECONDARY CYCLE TWO • YEAR TWO

List of Interactive Workshops

Unit 1 Choosing Your Path			
Workshop	**Workshop Title**	**Notion Covered in Grammar Point of the Unit**	**Notion Covered in Grammar Section**
1	Unit 1 Vocabulary	—	—
2	Gerunds and Infinitives	p. 4	pp. 184–187
3	Past Tenses	p. 12	pp. 151–161, 242
4	Question Words	—	pp. 227–228
5	Unit 1 Quiz	Gerunds and infinitives, p. 4 Simple past and past continuous, p. 12	pp. 151–161, 184–187, 242
Unit 2 Bright Ideas			
Workshop	**Workshop Title**	**Notion Covered in Grammar Point of the Unit**	**Notion Covered in Grammar Section**
6	Unit 2 Vocabulary	—	—
7	Adjectives	p. 43	pp. 205–209
8	The Future and Future Continuous	p. 32	pp. 162–168
9	Unit 2 Quiz	The future with *will* and *be going to* p. 32 Comparatives and superlatives, p. 43	pp. 162–165, 205–209
Unit 3 Home and Away			
Workshop	**Workshop Title**	**Notion Covered in Grammar Point of the Unit**	**Notion Covered in Grammar Section**
10	Unit 3 Vocabulary	—	—
11	Prepositions	p. 66	pp. 215–217
12	The Passive Voice	p. 59	pp. 188–191
13	Past Tenses of Irregular Verbs	—	pp. 151–161, 242
14	Unit 3 Quiz	Prepositions, p. 66 The passive voice, p. 59	pp. 188–191, 215–217
Unit 4 What Would You Do?			
Workshop	**Workshop Title**	**Notion Covered in Grammar Point of the Unit**	**Notion Covered in Grammar Section**
15	Unit 4 Vocabulary	—	—
16	Modals and Conditional Sentences	p. 92	pp. 174–183

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Unit 4 What Would You Do? (cont.)			
Workshop	**Workshop Title**	**Notion Covered in Grammar Point of the Unit**	**Notion Covered in Grammar Section**
17	Adverbs	p. 88	pp. 210–214
18	Unit 4 Quiz	Sentence adverbs, p. 88 Unreal conditional sentences, p. 92	pp. 179–183, 210–214
Unit 5 Big Data, Big Brother			
Workshop	**Workshop Title**	**Notion Covered in Grammar Point of the Unit**	**Notion Covered in Grammar Section**
19	Unit 5 Vocabulary	—	—
20	Present Perfect	p. 115	pp. 169–173
21	Direct and Indirect Speech	p. 123	pp. 192–194
22	Unit 5 Quiz	The present perfect, p. 115 Direct and indirect speech, p. 123	pp. 169–173, 192–194
Extras			
Workshop	**Workshop Title**	**Notion Covered in Grammar Point of the Unit**	**Notion Covered in Grammar Section**
23	Pronouns and Possessives	—	pp. 202–204
24	Conjunctions and Transition Words	—	pp. 218–221

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Suggested Websites

Workbook	Task	Page	Description	Website
Unit 1 Choosing Your Path	4	15	Watch a video on a telephone repairman's shoe designs.	https://www.youtube.com/watch?v=Lb5kf7exfS8
			Take a work values test.	https://www.123test.com/work-values-test/
	Extra Reading	25	Watch the theatrical trailer of *The Outsiders*.	http://www.imdb.com/title/tt0086066/?ref_=nv_sr_1
Unit 2 Bright Ideas	2	34	Explore Emi Jay's website.	http://www.emijay.com/
			Read an article on Ann Makosinski's invention.	http://www.cbc.ca/news/technology/ann-makosinski-s-new-invention-a-body-heat-powered-headlamp-1.2678576
			Explore Jack Andraka's personal website.	http://www.jackandraka.com/
			Read an article on Eesha Khare's invention.	http://www.bbc.com/news/magazine-27299581
			Learn about Nick D'Aloisio's app.	http://summly.com/index.html
	2	35	Explore Fraser Doherty's website.	http://www.fraserdoherty.com/
			Access Captain Sparklez's latest videos.	https://www.youtube.com/user/CaptainSparklez
			Read a profile on Jane Park.	http://www.bbc.co.uk/programmes/articles/5J7kwc0388qxwcPlL0VR1f6/the-17-year-old-who-won-a-million-pounds-a-profile-of-one-of-the-lottery-s-youngest-ever-winners
	2	36	Access financial advice from Brandon Fleisher.	http://thefinancialbulls.com/
	4	41	Watch a video on Brandon Stanton's fundraiser for a Brooklyn school.	https://www.youtube.com/watch?v=ydiuCPsyDGA
			Watch a video on the new definition of billionaire.	https://www.facebook.com/jasonlsilva/posts/1617469511850661
	4	42	Explore the *Humans of New York* blog.	http://www.humansofnewyork.com/about
	5	44	Watch episodes of *Dragons' Den*.	http://www.cbc.ca/dragonsden/episodes/
	6	49	Watch a video on how to pitch anything in 15 seconds.	https://www.youtube.com/watch?v=phyU2BThK4Q
Unit 3 Home and Away	2	60	Look at Tim Van Horn's project to photograph the face of Canada.	http://canadianmosaic.ca/
	2	62	Read about the Truth and Reconciliation Commission of Canada.	http://www.trc.ca/websites/reconciliation/index.php?p=312
			Learn about a team of refugees competing at the Olympics.	http://www.wsj.com/video/team-of-refugees-to-compete-at-summer-olympics-in-rio/5740C31A-3E9E-48E9-9CE8-69F81F44BAD9.html
			Read about the Canadian citizenship test study guide.	http://www.cic.gc.ca/english/resources/publications/discover/index.asp

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Workbook	Task	Page	Description	Website
Unit 3 Home and Away (cont.)	2	63	Watch Shad's music video for "Fam Jam (Fe Sum Immigrins)."	https://www.youtube.com/watch?v=1u9JoEYxFnw
	6	76	Learn about the Canadian Museum of Immigration at Pier 21.	https://www.pier21.ca/
	Extra Reading	80	Watch an ad for *Miami Vice*.	http://www.imdb.com/title/tt0086759/?ref_=nv_sr_1
			Watch an intro to *Fame*.	https://www.youtube.com/watch?v=82Qy1Dd9jdc
			Watch an intro to *The Twilight Zone*.	https://www.youtube.com/watch?v=NzlG28B-R8Y
			Watch an intro to *Magnum P.I.*	https://www.youtube.com/watch?v=LBIgXhiOpeQ
			Watch a short film adaptation of Saki's "The Open Window."	https://www.youtube.com/watch?v=pBXb-8YoR0E
Unit 4 What Would You Do?	2	89	Watch the *What Would You Do?* ABC News program.	http://abc.go.com/shows/what-would-you-do
	4	93	Access news reports and videos about the Vancouver riots.	http://www.cbc.ca/news/canada/british-columbia/riots-erupt-in-vancouver-after-canucks-loss-1.993707
	6	101	Watch an explanation of the Asch Conformity Experiment.	https://www.youtube.com/watch?v=NyDDyT1lDhA
	Extra Reading	108	Listen to Malyk's interview.	http://www.cbc.ca/radio/dnto/what-does-it-mean-to-be-a-hero-1.3247537
Unit 5 Big Data, Big Brother	1	114	Watch an explanation of the concept of big data.	https://www.youtube.com/watch?v=CyWg5jBYIj0
			Watch an explanation of the concept of big data.	https://www.youtube.com/watch?v=TzxmjbL-i4Y
	2	119	Watch a TEDTalk on Edward Snowden.	https://www.ted.com/talks/edward_snowden_here_s_how_we_take_back_the_internet?language=en
	3	122	Watch a video on *Rocky IV* training styles.	https://www.youtube.com/watch?v=b6w4XtsfyVo
			Watch a video on sleep data and sports.	https://www.youtube.com/watch?v=02bUUZO8274
	5	126	Read Outline's privacy policy.	http://outline.ws/privacy
			Read Google's privacy policy.	https://www.google.com/intl/en/policies/privacy/
			Read Facebook's privacy policy.	https://www.facebook.com/about/privacy
	6	130	Read an article on activity trackers and healthcare.	http://www.wired.co.uk/news/archive/2014-03/07/internet-things-health
	Final Task	134	Watch *Rick's Rant* videos.	https://www.youtube.com/user/MercerReport
	Extra Reading	136	Watch the theatrical trailer of *Nineteen Eighty-Four.*	http://www.imdb.com/title/tt0087803/

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Audio CD Track List

Track	Section		Duration	Page
▶ 1	Introduction		0:41 min	
▶ 2	**Unit 1** Choosing Your Path	**Pronunciation: *–ed* Endings** Theory	1:32 min	Workbook page 3
▶ 3		**Pronunciation: *–ed* Endings** Step 1	2:03 min	Workbook page 3
▶ 4		**Pronunciation: *–ed* Endings** Step 2	1:30 min	Workbook page 3
▶ 5		**Pronunciation: *-ed* Endings** Step 3	0:40 min	Workbook page 3
▶ 6		**Task 2** Text "Look In, Look Out, Look Ahead"	9:28 min	Workbook page 7
▶ 7	**Unit 2** Bright Ideas	**Pronunciation: Numbers** Theory	0:28 min	Workbook page 31
▶ 8		**Pronunciation: Numbers** Step 1	0:41 min	Workbook page 31
▶ 9		**Pronunciation: Numbers** Step 2	1:13 min	Workbook page 31
▶ 10		**Pronunciation: Numbers** Step 3	1:31 min	Workbook page 31
▶ 11		**Task 2** Text "Striking Gold under 20: The Teenage Millionaire"	10:02 min	Workbook page 34
▶ 12	**Unit 3** Home and Away	**Task 2** Text "Canada: A Country of Immigrants"	8:32 min	Workbook page 61
▶ 13		**Pronunciation: Word Stress** Theory	0:35 min	Workbook page 69
▶ 14		**Pronunciation: Word Stress** Step 2	2:25 min	Workbook page 69
▶ 15		**Pronunciation: Word Stress** Step 3	1:57 min	Workbook page 69
▶ 16	**Unit 4** What Would You Do?	**Pronunciation: Modals** Theory	1:05 min	Workbook page 90
▶ 17		**Pronunciation: Modals** Step 1	0:41 min	Workbook page 90
▶ 18		**Pronunciation: Modals** Step 2	1:14 min	Workbook page 90
▶ 19		**Pronunciation: Modals** Step 3	1:23 min	Workbook page 90
▶ 20		**Task 4** Text "The Vancouver Hockey Riots" (Beginning)	2:04 min	Workbook page 93
▶ 21		**Task 4** Text Ending A	0:54 min	Workbook page 94
▶ 22		**Task 4** Text Ending B	0:47 min	Workbook page 95

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Track	Section		Duration	Page
▶ 23	**Unit 5** Big Data, Big Brother	**Pronunciation: Long and Short Vowel Sounds** Theory	1:06 min	Workbook page 125
▶ 24		**Pronunciation: Long and Short Vowel Sounds** Step 1	0:44 min	Workbook page 125
▶ 25		**Pronunciation: Long and Short Vowel Sounds** Step 2	0:48 min	Workbook page 125
▶ 26		**Pronunciation: Long and Short Vowel Sounds** Step 3	0:45 min	Workbook page 125
▶ 27		**Pronunciation: Long and Short Vowel Sounds** Step 4	1:06 min	Workbook page 125
▶ 28		**Task 6** Text "How Big Data is Revolutionizing Healthcare"	4:24 min	Workbook page 130
▶ 29		**Task 6** Text "What Big Data Can't Tell Us"	5:02 min	Workbook page 131
▶ 30		**Evaluation Situation 1: Task 1** Text "Flag Football for Newcomers"	4:52 min	Teacher's Guide page 359
▶ 31		**Evaluation Situation 2: Task 3** Text "Podcast: What's the Upshot?"	4:47 min	Teacher's Guide page 379

DVD Track List

Track	Section		Duration	Page
▶ 1	**Unit 1** Choosing Your Path	"FJ Brennan Student Perspective: Choosing a Career Path"	4:39 min	Workbook page 13
▶ 2	**Unit 2** Bright Ideas	"30 Under 30: Meet Brandon Stanton, the Photographer Behind *Humans of New York*"	5:11 min	Workbook page 41
▶ 3	**Unit 3** Home and Away	"Escape to Freedom: How Five Young Rohingya Refugees Are Adjusting to Life in Canada"	7:28 min	Workbook page 70
▶ 4	**Unit 4** What Would You Do?	"How Mob Mentality Gets Worse Online"	4:27 min	Workbook page 97
▶ 5	**Unit 5** Big Data, Big Brother	"The Science of Sport: Using Data to Win Medals"	3:18 min	Workbook page 121
▶ 6	**Extra Watching 1**	"Dragons' Den: Ten Tree Apparel Pitch"	7:10 min	Teacher's Guide page 296
▶ 7	**Extra Watching 2**	"A Remarkable Refugee Story"	7:36 min	Teacher's Guide page 298

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Extra Reading, Listening, Watching, Oral Interaction and Opinion Piece

Extra Reading	Handout	Guide Page
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▶ Unit 2: "Meet the Canadian Billionaire Who's Giving It All Away" By Tavia Grant	ER 2	265
▶ Unit 3: "Getting Ready to Move to Mars" By Alana Semuels	ER 3	269
▶ Unit 4: *Divergent* (excerpt) By Veronica Roth	ER 4	275
▶ Unit 5: "Teens Talk: A Report on Youth Issues" (excerpt) By Kids Help Phone	ER 5	280

Extra Listening	Handout	Guide Page
▶ Unit 1: "Look In, Look Out, Look Ahead"	EL 1	286
▶ Unit 2: "Striking Gold under 20: The Teenage Millionaire"	EL 2	288
▶ Unit 3: "Canada: A Country of Immigrants"	EL 3	290
▶ Unit 4: "The Vancouver Hockey Riots"	EL 4	292
▶ Unit 5: "How Big Data is Revolutionizing Healthcare" and "What Big Data Can't Tell Us"	EL 5	294

Extra Watching	Handout	Guide Page
▶ Unit 2: "Dragons' Den: Ten Tree Apparel Pitch"	EW 1	296
▶ Unit 3: "A Remarkable Refugee Story"	EW 2	298

Extra Oral Interaction	Handout	Guide Page
▶ Functional Language	EOI 1	300
▶ Unit 1: Choosing Your Path	EOI 2	301
▶ Unit 2: Bright Ideas	EOI 3	302
▶ Unit 3: Home and Away	EOI 4	303
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▶ Unit 5: Big Data, Big Brother	EOI 6	305

The Opinion Piece	Handout	Guide Page
▶ "Should Our School Day Be Shorter?"	OP	306

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Extra Reading Unit 1	Choosing Your Path	Handout ER 1

52 Jobs in 52 Weeks

By Oliver Moore

Asked what he wanted to be, Sean Aiken used to tell people he was going to become a physiotherapist. He didn't know exactly what that **entailed**, he acknowledges, but it "sounded cool."

But then he found himself graduating from business school with a sense of **trepidation**. He was on the verge of "real life" and still unsure what he wanted to do with it. After his father confessed to never finding passion in his work, Mr. Aiken committed to an unusual journey: He would work anywhere, doing 52 jobs in a year and donating his wages to charity.

"I promised myself that I would find something I loved doing," the **Vancouverite** told students recently at Saint Mary's University in Halifax.

The highs, the lows and the lessons learned during the year—including that "it's surprisingly difficult to dress a mannequin"—are detailed in his book *One-Week Job*. Mr. Aiken sat down with *The Globe and Mail* to talk about his experience.

When cyclist Curt Harnett retired after his last Olympics, he said it was time to get a haircut and a real job. How much of that sort of advice did you hear during your year—and is that your plan now?

I had **dreadlocks** in business school and I thought, "I want to have dreadlocks while I'm in school because once I graduate, it's time to cut my hair and get a real job." But I didn't actually get that too many times over the year. I'm sure many people were thinking it, but the fortunate thing about One-Week Job is that the people who hired me could see my picture on the website and had some idea what they were getting themselves into. They were probably thinking it, but they didn't say it to my face.

*You graduated top of your class with a business degree. Why didn't you **end up** on Bay Street instead of **dabbling** as a bungee instructor, baker and bartender?*

I started out in sciences. I was thinking about being a physiotherapist or getting into rehabilitation. I took a business course and I found I could really relate it to the real world. I thought business would allow me to keep the options open. So I wasn't too sure exactly what career path I wanted to take, whether I wanted to be on Bay Street or another job. Many take the year after school to go travel and try different things. I guess One-Week Job was my way of doing that.

What did you learn about yourself?

Many things. I'm not a very good yoga instructor. I guess the biggest thing is I got a lot of confidence in myself. To put myself, week in and week out, in these challenging situations, most often in a job I'd never done before.

I guess just kind of testing my abilities, and knowing I have the skill set that I could step into any situation and learn and **make do**.

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How did you find and choose the jobs?
Our information was on the website and people would e-mail or call with offers. I chose based on what the job sounded like, whether I'd be learning something or not.

*What were some of the jobs you turned down or, in **retrospect**, wish you had turned down?*
One job I turned down was working for Naked News in Toronto. The job was to be a news anchor: As I was delivering the news, I'd have to take off my clothes.

There's also another job when I was in Los Angeles. One guy calls and says, "Is there anything that you wouldn't do?"

I dug myself a hole and said it depended what he had in mind. He said acting out a few scenes in a porno. He said he'd donate $5000 to charity. I said sorry.

Were there jobs you liked, that helped clarify what you want to do in "real life"?
I worked in Toronto at the Steam Whistle brewery and the corporate culture there is just amazing. They really respect their employees and, in return, their employees are really happy to be there. I really enjoyed that perspective. In business school, we were always focused on the **bottom line**, we had this idea that in order to get ahead, it almost has to be at the expense of others.

So it was good to work at a company like Steam Whistle and see how they're involved in the community and how that helps their business. Other ones—specifically, working in a **cubicle** job—I found that I definitely could not see myself in an office environment all the time.

So basically each week I was able to take little pieces of what I was looking for in a career.

Any jobs that put them all together?
There's a few. I think I'd definitely like to be a teacher and a real-estate agent. I'm not sure in that order.

How much time did you spend actually doing the job? When you were a yoga instructor, for example, how long did you have to spend learning it before you could teach a class?
Monday through Thursday, I did six hours of yoga class a day. Sometimes I participated in the class, other times I would sit in the corner and take notes. On the Friday, that's when I stood up and taught the course. That was a really hard week. It was incredibly difficult, very sore. The next week was dairy farmer and I definitely felt it for a few days after.

*In any of these positions, did you feel **envy** from colleagues who are, or believe they are, trapped in their jobs?*
It was almost like having me in the workplace caused others to question why they were doing it. There was that sense of envy and a few times I also found people sharing their story with me. "Don't tell anyone here but I'm thinking of making a move. I totally relate and I get the message." But there's

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criticism as well, somebody who was unhappy in their job saying, "You're not supposed to be happy, how dare you try to be happy in your job, I've been working here 40 years and I hate it every day of my life." It's almost like, "You must be miserable because I'm miserable."

What advice do you have for someone unhappy at work?
Don't just **jump ship** and hope it all works out. Start **putting the feelers out** and seeing what options are out there and how you can slowly make the transition into the other job.

Sort of being irresponsible responsibly?
Exactly, people think they want to make a change and they just quit.

They're forced to make a change then?
That's it. Actually that's such a positive thing with the economy. So many **layoffs** happened that it really encouraged people to question, "Wow, I just spent the last 15 years with my head down and the **blinders** on. I stopped questioning why I'm doing what I'm doing."

What advice would you give a young person, someone close to graduation?
I would say, "Don't focus on the title." It's so easy to say you want to be a doctor, teacher, whatever, but you don't think about what actually makes up the career. I would say to focus more on yourself and learning more about the types of situations in the workplace you need to be happy. And then start putting it together and see what jobs come out of it. The most important thing is do something.

GLOSSARY

entailed → required

trepidation → fear or anxiety

Vancouverite → person from Vancouver

dreadlocks → hairstyle with ropelike sections of hair

end up → finish

dabbling → experimenting

make do → succeed despite challenges

retrospect → looking back in time

bottom line → the line in a financial report that shows net profit or loss

cubicle → desk in a semi-closed space

envy → jealousy

jump ship → quit or abandon

putting the feelers out → trying to learn something in a discreet manner

layoffs → dismissals from a job

blinders → something that prevents someone from seeing the reality of a situation

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Extra Reading Unit 1 | **Choosing Your Path** | **Handout ER 1** (cont.)

Before Reading

1. Associate the different jobs listed below with a relevant quality.

Job		Quality
a. yoga instructor	_____	**1.** persuasive
b. bartender	_____	**2.** courageous
c. baker	_____	**3.** focused
d. real estate agent	_____	**4.** reliable
e. teacher	_____	**5.** enthusiastic
f. physiotherapist	_____	**6.** efficient
g. bungee instructor	_____	**7.** compassionate
h. news anchor	_____	**8.** sociable

2. Which job listed above interests you the most? Why?

_____

_____

3. What do you look for in a job? **Place** the qualities in order of importance to you, with 1 being the most important and 6 being the least important.

_____ having friendly colleagues
_____ being paid well
_____ following a routine
_____ feeling valued and respected at work
_____ enjoying lots of vacation time
_____ overcoming challenges

While Reading

4. As you read, **underline** the sentence with the main idea in each of Sean Aiken's answers.

After Reading

5. Explain the concept of the One-Week Job project.

_____

_____

6. What motivated Sean to begin his unusual 52-job journey?

_____

_____

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7. Name some advantages and disadvantages to changing jobs every week for a year.

Advantages	Disadvantages

8. Name one job that Sean tried that you would want to try and one job that you would not want to try. **Explain** your choices.

9. According to Sean, why is it important to look beyond the job title when looking for jobs?

10. Describe one type of job you have already tried. Did you like it? Why or why not?

11. What two pieces of advice that Sean gave do you find the most useful? **Explain** your answer.

12. Sean's career path taught him many things. How did Sean grow and what did he learn about himself during his One-Week Job adventure?

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Extra Reading Unit 2	Bright Ideas	Handout ER 2

Meet the Canadian Billionaire Who's Giving It All Away

By Tavia Grant

Two weeks ago, an unusual crowd gathered at the Bacara, a tony beachfront resort and spa in Santa Barbara, California—three dozen billionaires who had **pledged** to give away most of their money. However, many weren't quite sure how to do it.

So, as the rich and famous, including Ted Turner and Warren Buffett, looked on, a **scruffy**, **unassuming** guy who grew up playing hockey ("badly") in Montréal and pumping gas in Toronto offered some tips. Jeffrey Skoll is a dot-com legend who is perhaps less famous for being rich than for how he got that way. As past president of eBay Inc., and its first full-time employee, he became a billionaire when the iconic online auction house went public in 1998. He left the company three years later to put his new fortune—and creative energy—to good use.

He was at the Bacara not to discuss traditional philanthropy (billionaires know how to write cheques), but to outline something much more challenging: "impact investing"—**channelling** funds into projects that produce a tangible social benefit as well as financial returns [. . .]

Mr. Skoll is also the only Canadian among the 81 billionaires to sign The Giving Pledge in the two years since Bill Gates and Mr. Buffett called on the super rich to stop **hoarding** their wealth. He has already parted with half of his net worth, and expects 95 per cent to be gone when he is done.

"There's really only so much that you need, or your family needs," he says. "All else is to be turned, hopefully smartly, into a benefit for the world."

Mr. Skoll has started a global foundation, launched a media company that produces Oscar-winning movies and become one of just 20 people in the world to donate at least $1 billion to charity in their lifetime. He has financed everything from a Stairmaster-like water pump that helps African farmers irrigate their crops, to arts-education centres for at-risk American kids [. . .]

"I don't have kids yet, but when I do, there's only so much I think they should have," he says. "They can make their path their own."

In many ways, his path was determined in childhood as well. Born in Montréal in 1965, he lived there until he was 13, spending summers on family camping trips and drawn to the writing of George Orwell, Aldous Huxley and James Michener.

"All the things I was reading made me feel the world of the future might not be as pleasant a place as it was . . . with too many people, and new weapons, and diseases and all kinds of things," he says. "Back then, my goal was to be a writer and get people interested in these big issues—and try to make a difference."

But he also knew he had to support himself. He pumped gas after the family moved to Toronto to pay his way through electrical engineering at the University of Toronto and started several businesses after graduation. He realized that he wasn't a natural salesman and needed more schooling, so he moved to California in the mid-1990s to study business at Stanford University.

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Soon after graduating, he met Pierre Omidyar, who had decided that the emerging World Wide Web needed an **auction** house. "My initial reaction, with my Stanford diploma in hand, was: 'Pierre, that's a really dumb idea. That'll never work,'" he admits.

But within months, he and Mr. Omidyar decided to leave their jobs and turn the "dumb idea" into a business. Two years after that, eBay went public.

"I was living in a house with five guys, eating their leftovers when they weren't watching . . . I went from that to having $1-billion-plus on paper."

Today, he is Canada's eighth-richest citizen, with a net worth estimated at $3.75 billion, including a $500-million investment in eBay that makes him its second-biggest stakeholder. He left the company in 2001, partly because back pain after a skiing accident made travel **agonizing**.

Free to focus on philanthropy he noticed that the best performers among those he was supporting used business skills and financial sustainability to tackle social problems in new ways. As a concept, social entrepreneurship was still evolving, but he embraced it. He decided to encourage its growth by providing long-term funding and freedom to innovate rather than annual **grants** tied to specific conditions [. . .]

His foundation is now the largest of its kind, supporting 74 entrepreneurial organizations in about 100 countries—including former prime minister Paul Martin's CAPE Fund, which supports economic independence among Canada's aboriginal people, and Riders for Health, whose motorcycles bring healthcare to remote villages in Gambia, which now has 100-per-cent coverage, more than in the United States.

To give his ideas an academic base, he created Oxford University's Skoll Centre for Social Entrepreneurship, whose annual forums attract top thinkers [. . .]

In addition, his Capricorn Investment Group supports such ventures as electric cars, solar panels and rice plantations in Tanzania, while the newer Skoll Global Threats Fund is tackling such **weighty** problems as climate change, water scarcity, pandemics, nuclear proliferation and the Middle East conflict [. . .]

But the best expression of his early desire to tell stories and make a difference is Participant Media. Since its **inception** in 2004 it has backed 39 movies. As well as entertaining, each is designed to educate and comes with a public campaign related to its message.

Mr. Skoll's long-term goal is to make Participant Media a worldwide giant. By the end of the year, it also plans to launch its own global television channel, with programming dedicated to social change and great entertainment [. . .]

GLOSSARY

pledged → promised
scruffy → untidy; not neat and in order
unassuming → modest
channelling → directing towards
hoarding → keeping for themselves
auction → public sale
agonizing → causing great pain
grants → money given to someone, often by a government
weighty → very serious or important
inception → launch or debut

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Extra Reading Unit 2	Bright Ideas	Handout ER 2 (cont.)

Before Reading

1. If you had billions of dollars to give away, how would you do it? **Rank** each initiative below from 1 to 10, with 1 being the initiative you find the most interesting and 10 being the initiative you find the least interesting. **Add** an idea of your own.

_____ invest in technology to combat climate change

_____ open a museum or library

_____ create scholarships that help children to pay for school

_____ provide funds for disaster relief or refugee aid

_____ fund charities that build community centres worldwide

_____ subsidize expensive medication for people in need

_____ donate to medical research

_____ establish programs that teach people about money

_____ launch a media company that produces socially conscious documentaries

_____ _____

2. **Explain** your top choice. Why does this initiative interest you the most?

_____

_____

_____

3. Why do you think some billionaires like to focus on giving their money away?

_____

_____

4. **Explain** the difference between *charity* and *philanthropy*. If needed, **consult** a dictionary for help.

_____

_____

_____

While Reading

5. As you read, **underline** the ways in which Jeffrey Skoll gives his money away.

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After Reading

6. According to the text, how is Jeffrey Skoll different from other billionaires?

7. **Explain** how Jeffrey Skoll first made his fortune.

8. What is the principal difference between traditional philanthropy and impact investing?

9. How has Jeffrey Skoll's ultimate goal changed since he was a teenager growing up in Montréal? **Justify** your answer with examples from the text.

10. According to Skoll, why does he want to give most of his fortune away?

11. In your opinion, which of Jeffrey Skoll's impact investments is the most important? **Explain** your answer.

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Getting Ready to Move to Mars

By Alana Semuels

One day, when Earth is destroyed by war or rising seas or a **wayward** asteroid, humanity will be **extinguished**—and along with it reality television, baseball stadiums and thousands of recipes for guacamole, with and without peas.

Unless, that is, we've established a colony somewhere in space.

"History has shown that extinction events happen on Earth," Pat Troutman, a senior technologist at NASA's Langley Research Center, told me. "We need to establish a second independent biosphere for the future of humanity."

That idea may sound **far-fetched**, but scientists are working hard to make it a reality. What would it take, and how might we use the resources beyond Earth's atmosphere? I recently talked with aerospace engineers, entrepreneurs and researchers to find out what our future in space will look like, in the near term and in centuries to come.

1. Fast Flights

Private aerospace companies are developing reusable spacecraft, which will dramatically cut the cost of launches, because we won't need to build a new vessel each time we want to leave Earth's atmosphere. Elon Musk's SpaceX, for example, is **on the brink of** launching a reusable spaceship. Such vessels may soon make commercial spaceflight possible: Companies such as Virgin Galactic and Xcor are already accepting reservations for suborbital flights.

Such flights will be quick—Xcor's will last about half an hour, Bryan Campen, a spokesman for Xcor, told me. Passengers can expect to be in zero gravity within five minutes of takeoff. After floating for another five or so minutes, they will descend back to Earth, experiencing 30 seconds of **teeth-gnashing** 4G reentry—about the same as on an intense roller-coaster ride—before gliding to the ground. These flights will take off and land in the same spot, but within a few decades, spaceflight could become the fastest way to travel internationally—making it possible to get from New York City to Tokyo in 90 minutes, Campen said.

2. Crowded Skies

As the cost of launching rockets comes down, more people will be able to participate in aerospace ventures. Already, universities and research groups can send up CubeSats—satellites about the size of a bread box—for as little as $100000, a fraction of the tens of millions of dollars a satellite launch usually costs.

As more organizations send satellites into space, however, collisions become more likely. In 1967, 10 years after Sputnik's launch, about 2500 objects (satellites, used rockets and debris) were orbiting Earth; now there are more than 20000, according to Colonel John Giles, the commander of the Joint Space Operations Center, which identifies and tracks objects in space. A two-centimeter piece of debris can cause as much damage to a satellite in space as a speeding Jeep would on Earth, Giles told me. The U.S. military

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is developing a "space fence"—a radar-like system expected to be operational by 2018—to warn of **impending** collisions and beginning to plan for a time when adversaries might try to take out satellites that are crucial for GPS and communications.

3. Men on the Moon

Though no American has set foot on the moon since 1972, China recently landed a rover there and plans to eventually set up a permanent lunar base. In many ways, the moon is a good place for a colony—it has water, and its **soil** could be mined for minerals and oxygen. The moon would also make a good jumping-off point for exploring the rest of the solar system. Its gravity is about one-seventh that of Earth, so launching spacecraft there would require much less energy.

Chris Impey, an astronomy professor at the University of Arizona and the author of *Beyond: Our Future in Space*, thinks we may one day build a "space elevator" on the surface of the moon in order to make lunar launches even easier. The idea sounds like something out of a Roald Dahl book: A giant **tapered** cable made of superstrong material would reach 35 000 miles into space. Solar-powered elevator cars would climb up the cable, delivering spacecraft into the moon's orbit. "Serious engineers have been investigating this for half a century," Impey said. "We could almost build it right now."

4. Missions to Mars . . .

Many scientists think Mars, which has large underground glaciers, could be our best bet for a permanent colony on another planet. But the obstacles to living there are **daunting**. Humans can't breathe the air, and the planet's frequent dust storms would make farming difficult. Solar radiation is another problem, and sending messages to Earth (via radio waves traveling at the speed of light) can take more than 20 minutes, depending on where the planets are in their orbits.

Still, scientists, architects and engineers are brainstorming ways to overcome those obstacles. ZA Architects, a Ukrainian firm, has drawn up plans for structures made out of Martian soil; robots could be sent ahead to build them. Other researchers propose inhabiting Mars's lava tubes—underground caverns likely formed by volcanoes—since the tunnels also provide protection from solar radiation and dust storms and would keep the temperature relatively constant. And NASA is testing an **inflatable** habitat that could be deployed on the surface of Mars.

If a group of humans were to live on Mars for centuries with little or no contact with Earth, they would likely evolve, eventually becoming a different species, Impey told me. Because Mars has less gravity, scientists believe humans would slowly grow taller and their cardiovascular systems would become weaker. They'd also have less body hair (because they'd have to stay indoors or wear space suits, they wouldn't need the protection from the elements), and their controlled diet might result in smaller teeth. But that's assuming, of course, that humans can reproduce in Mars's gravity—an untested proposition.

5. . . . And Beyond

In or near the moon's orbit, there exist a few spots, called Lagrange points, where an object is pulled neither to the moon nor to Earth. A space station

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orbiting one of these points could stay in place for a long time without floating away.

Eventually, Pat Troutman told me, one of those areas could serve as a harbor for ships going out farther into the universe, a sort of **Rotterdam** of the solar system. Resupplying and refueling would be costly from Earth, but, aided by robots, astronauts could pull a large **boulder** from an asteroid, **tow** it to a stable area, and mine it for water and oxygen, which could be turned into rocket propellant, Troutman said.

The dwarf planet Ceres, the largest object in the asteroid belt, may have big reserves of water, making it a potential base for more refueling, Troutman told me. And if Mars turns out to be uninhabitable, the Jovian system—Jupiter and its moons—might be a good alternative, he said. It, too, has water, and is largely protected from the sun's radiation.

The universe contains an almost incomprehensible number of stars—our galaxy alone has hundreds of billions, and there exist hundreds of billions of galaxies—and an even greater number of planets. Current technology isn't very good at determining which of those planets might be habitable—or already inhabited, Sara Seager, a professor of planetary science and physics at MIT, told me. But our view of the galaxy could become a little clearer in 2018 with the launch of the $9 billion James Webb Space Telescope. It will sit 1 million miles from Earth, where it will search for gases that look out of place in the atmospheres of other planets, signaling vapors that might be produced by other life-forms.

Sending a probe is likely the only way to know for sure whether extraterrestrial species exist. But even traveling at one-tenth the speed of light, which some physicists believe might be possible, getting to the nearest star—25 trillion miles away—would take about 43 years. (Getting to the moon at that speed, by comparison, would take about 13 seconds.)

Some physicists theorize that humans could one day get to far-off stars faster by **warping** space-time—essentially pushing a spacecraft forward by rapidly expanding the empty space behind it. The theory is unproved, and the process would require massive amounts of energy. Still, many scientists remain optimistic about the possibility of a **manned** mission beyond our solar system. "I have no doubt it's going to happen," Troutman said. "Just maybe not in my lifetime."

GLOSSARY

wayward → difficult to control or predict

extinguished → ended or terminated

far-fetched → unlikely or improbable

on the brink of → at a critical point after which something will occur

teeth-gnashing → grinding teeth out of fear

impending → arriving very quickly

soil → dirt or earth

tapered → becoming narrower at one end

daunting → intimidating or discouraging

inflatable → able to expand when air is pushed into it

Rotterdam → a famous port city in the Netherlands

boulder → large rock

tow → move by force

warping → changing, deforming, distorting

manned → being controlled by a human

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Extra Reading Unit 3	Home and Away	Handout ER 3 (cont.)

Before Reading

1. For years, people have been fascinated by the idea of establishing a colony on Mars. Why? **List** several reasons humans might want or need to find a new planet to occupy.

- _____
- _____
- _____
- _____
- _____

2. In your opinion, which reason is the most important? Why?

_____

_____

_____

3. **a.** What do you know about the planet Mars? **List** several facts below.

- _____
- _____
- _____
- _____
- _____

b. **Share** your answers with a classmate. **Add** any new information to your list above. Then, **share** your answers with the class.

4. **Indicate** if you agree (+) or disagree (-) with the following statements. Then, **discuss** your answers with a classmate.

a. Space exploration is the only way to ensure the future of humanity. _____

b. People who risk their lives to go live on Mars are brave and selfless. _____

c. Only extremely smart people should be allowed to go live on Mars. _____

d. A class about space exploration should be required in school. _____

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While Reading

5. As you read, **underline** all evidence that indicates a mission to Mars is already becoming a reality.

After Reading

6. According to Pat Troutman, why do we need to establish a colony on Mars?

_____

_____

_____

7. **Read** the following statements and **write** one consequence of each, according to the text.

a. Companies like Virgin Galactic and Xcor may soon make commercial spaceflight possible.

_____

_____

b. Now there are more than 20000 objects (satellites, used rockets and debris) orbiting Earth.

_____

_____

c. Humans live on Mars for centuries with little or no contact with Earth.

_____

_____

d. A space station orbiting a Lagrange point could stay in place for a long time without floating away.

_____

_____

8. Humans are on the brink of making a colony on Mars a reality. **List** three initiatives that could help humans colonize Mars in the near future.

a. _____

_____

b. _____

_____

c. _____

_____

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9. Why would the moon be a good place to establish a permanent colony? **Check** all that apply.

☐ It has water.	☐ The soil would be easy to farm.
☐ Humans can breathe the air.	☐ Launching spacecrafts would require less energy, so it would be easy to explore the rest of the solar system.
☐ Its climate is similar to Earth's climate, so humans would easily adapt.	☐ Its soil can be mined for minerals and oxygen.

10. In addition to the moon and Mars, which other planet might be an alternative for establishing a permanent colony? Why?

_____

_____

_____

11. What new piece of technology is being developed to determine which planets might be inhabitable? **Describe** how it will work.

_____

_____

_____

_____

12. Many scientists, researchers and entrepreneurs are optimistic about establishing a permanent colony in space in the not-so-distant future. Based on the text, do you think this is a realistic goal? Why or why not?

_____

_____

_____

13. Colonizing another planet will be dangerous, and there is no guarantee that it will work. Is this mission something that might attract your sense of adventure? What type of people do you think would be interested in such a mission?

_____

_____

_____

_____

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Extra Reading Unit 4 | **What Would You Do?** | **Handout ER 4**

Divergent (excerpt)

By Veronica Roth

Beatrice and her twin brother Caleb live in a world where the population is divided into ***factions****: Abnegation, Amity, Candor, Dauntless, Erudite. Everyone is born into a faction and Beatrice's family is part of Abnegation. At sixteen years of age, young people* ***undergo*** *an aptitude test to show them which of the five factions they belong in. Then, at a Choosing Ceremony, they declare their choice.*

There is one mirror in my house. It is behind a **sliding panel** in the hallway upstairs. Our faction allows me to stand in front of it on the second day of every third month, the day my mother cuts my hair.

I sit on the stool and my mother stands behind me with the scissors, **trimming**. The **strands** fall on the floor in a dull, blond ring.

When she finishes, she pulls my hair away from my face and twists it into a knot. I note how calm she looks and how focused she is. She is well-practiced in the art of losing herself. I can't say the same of myself.

I **sneak** a look at my reflection when she isn't paying attention—not for the sake of vanity, but out of curiosity. A lot can happen to a person's appearance in three months. In my reflection, I see a narrow face, wide, round eyes, and a long, thin nose—I still look like a little girl, though sometime in the last few months I turned sixteen. The other factions celebrate birthdays, but we don't. It would be self-indulgent.

"There," she says when she pins the knot in place. Her eyes catch mine in the mirror. It is too late to look away, but instead of **scolding** me, she smiles at our reflection. I **frown** a little. Why doesn't she reprimand me for staring at myself?

"So today is the day," she says.

"Yes," I reply.

"Are you nervous?"

I stare into my own eyes for a moment. Today is the day of the aptitude test that will show me which of the five factions I belong in. And tomorrow, at the Choosing Ceremony, I will decide on a faction; I will decide the rest of my life; I will decide to stay with my family or abandon them.

"No," I say. "The tests don't have to change our choices."

"Right." She smiles. "Let's go eat breakfast."

"Thank you. For cutting my hair."

She kisses my cheek and slides the panel over the mirror. I think my mother could be beautiful, in a different world. Her body is thin beneath the gray robe. She has high cheekbones and long eyelashes, and when she lets her hair down at night, it hangs in waves over her shoulders. But she must hide that beauty in Abnegation.

We walk together to the kitchen. On these mornings when my brother makes breakfast, and my father's hand skims my hair as he reads the newspaper, and my mother **hums** as she clears the table—it is on these mornings that I feel guiltiest for wanting to leave them.

* * *

I wake to sweaty palms and a **pang** of guilt in my chest. I am lying in the chair in the mirrored room.

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When I **tilt** my head back, I see Tori behind me. She pinches her lips together and removes electrodes from our heads. I wait for her to say something about the test—that it's over, or that I did well, although how could I do poorly on a test like this?—but she says nothing, just pulls the wires from my forehead.

I sit forward and wipe my palms off on my **slacks**. I had to have done something wrong, even if it only happened in my mind. Is that strange look on Tori's face because she doesn't know how to tell me what a terrible person I am? I wish she would just come out with it.

"That," she says, "was perplexing. Excuse me, I'll be right back."

Perplexing?

I bring my knees to my chest and bury my face in them. I wish I felt like crying, because the tears might bring me a sense of release, but I don't. How can you fail a test you aren't allowed to prepare for?

As the moments pass, I get more nervous. I have to wipe off my hands every few seconds as the sweat collects—or maybe I just do it because it helps me feel calmer. What if they tell me that I'm not **cut out** for any faction? I would have to live on the streets, with the factionless. I can't do that. To live factionless is not just to live in poverty and discomfort; it is to live divorced from society, separated from the most important thing in life: community.

My mother told me once that we can't survive alone, but even if we could, we wouldn't want to. Without a faction, we have no purpose and no reason to live.

I shake my head. I can't think like this. I have to stay calm.

Finally the door opens, and Tori walks back in. I **grip** the arms of the chair.

"Sorry to worry you," Tori says. She stands by my feet with her hands in her pockets. She looks tense and pale.

"Beatrice, your results were inconclusive," she says. "Typically, each stage of the simulation eliminates one or more of the factions, but in your case, only two have been **ruled out**."

I stare at her. "Two?" I ask. My throat is so tight it's hard to talk [. . .]

"Wait," I interrupt her. "So you have no idea what my aptitude is?"

"Yes and no. My conclusion," she explains, "is that you display equal aptitude for Abnegation, Dauntless and Erudite. People who get this kind of result are . . ." She looks over her shoulder like she expects someone to appear behind her. " . . . are called . . . *Divergent*." She says the last word so quietly that I almost don't hear it, and her tense, worried look returns. She walks around the side of the chair and leans in close to me.

"Beatrice," she says, "under no circumstances should you share that information with anyone. This is very important."

"We aren't supposed to share our results." I **nod**. "I know that."

"No." Tori kneels next to the chair now and places her arms on the armrest. Our faces are inches apart. "This is different. I don't mean you shouldn't share them now; I mean you should never share them with anyone, ever, no matter what happens. Divergence is extremely dangerous. You understand?"

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I don't understand—how could inconclusive test results be dangerous?—but I still nod. I don't want to share my test results with anyone anyway.

"Okay." I **peel** my hands from the arms of the chair and stand. I feel unsteady.

"I suggest," Tori says, "that you go home. You have a lot of thinking to do, and waiting with the others may not benefit you."

"I have to tell my brother where I'm going."

"I'll let him know."

I touch my forehead and stare at the floor as I walk out of the room. I can't **bear** to look her in the eye. I can't bear to think about the Choosing Ceremony tomorrow.

It's my choice now, no matter what the test says.

Abnegation. Dauntless. Erudite.

Divergent.

GLOSSARY

factions → small groups within a larger one
undergo → to take or experience
sliding panel → panel that moves to the side
trimming → cutting
strands → pieces of hair
sneak → secretly make
scolding → criticizing angrily
frown → make an uphappy face
hums → sings quietly
pang → sharp pain
tilt → move slightly
slacks → pants
cut out → good enough
grip → hold tightly
ruled out → eliminated
nod → move the head making a motion of agreement
peel → remove slowly
bear → support, tolerate, endure

Before Reading

1. The society described in Veronica Roth's *Divergent* is broken into different factions. **Read** the descriptions of each faction below.

Abnegation	Members devote their lives to serving others instead of themselves; they are quiet and enjoy helping those around them.
Amity	Members represent a true democracy; they vote on everything and dislike conflict; they like to smile and cultivate strong relationships.
Candor	Members pride themselves on being sincere and having fair judgment; they believe that being open and transparent will lead to a more perfect society.
Dauntless	Members are not discouraged in the face of danger; they tend to be loud and expressive and are responsible for community security.
Erudite	Members value wisdom and the pursuit of knowledge; this faction produces librarians, doctors, scientists and teachers.

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2. Associate the different factions with their principal virtues.

a. Abnegation	_____	**1.** honesty
b. Amity	_____	**2.** bravery
c. Candor	_____	**3.** intelligence
d. Dauntless	_____	**4.** friendliness
e. Erudite	_____	**5.** selflessness

3. Which of the factions do you think would be the best match for your personality? **Explain** your answer.

_____

_____

_____

While Reading

4. Later in the book, Beatrice shocks her family when she chooses Dauntless over Abnegation. As you read, **underline** examples of foreshadowing that indicate she will not choose her family's faction.

After Reading

5. Why do you think that the mirror in Beatrice's house is hidden and that Beatrice and her mother must wear their hair tied?

_____

_____

_____

6. Do you think Beatrice's mother was born into Abnegation or chose it? **Support** your opinion with evidence from the text.

_____

_____

_____

_____

7. Based on her test, Beatrice must choose between which three factions?

_____

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8. What about Tori's behaviour indicates that she is worried about Beatrice's test results? **Write** three physical gestures that demonstrate her concern.

- _____
- _____
- _____

9. **Describe** how Beatrice feels in the excerpt.

_____

_____

_____

_____

_____

_____

10. How does your family help you make difficult decisions? What do they do or say to influence your choices?

_____

_____

_____

_____

11. Do you think it is better to make your own decisions, or to have someone talk over the decision with you? **Explain** your answer.

_____

_____

_____

_____

12. What major choices have you made in your life so far? How do you think they have they changed you?

_____

_____

_____

_____

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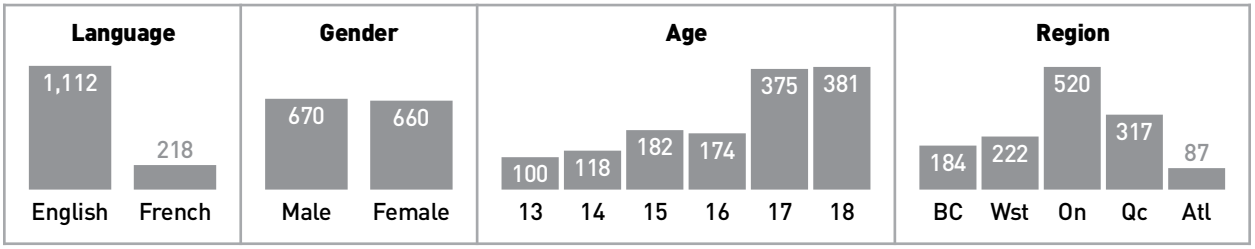
Extra Reading Unit 5	Big Data, Big Brother	Handout ER 5

Teens Talk: A Report on Youth Issues (excerpt)

By Kids Help Phone

In May 2015, Kids Help Phone surveyed 1330 teens from across the country between the ages of 13 and 18. We recruited them from online panels and posed questions to assess the issues teens face, the stresses they are under and the help they seek. We wanted to know more about their **state of mind** and emotional health. The following breakdowns of participants reflect the country's actual population ratios.

PROPORTIONAL POPULATION SURVEY PROFILE



MAKING THE GRADE

57% vs. 39%

13-year-olds who have problems with grades and homework vs. 18-year-olds

Overall teens in Canada are quite worried about school—grades and homework. In fact for half (49%), it's their biggest and most frequent area of concern.

But the levels of stress vary across demographics. Boys are more stressed about school than girls (53% vs. 44%). 52% of English-speaking teens worry about grades and homework, compared to 31% of French-speaking teens.

As teens mature, they appear to become more confident in, or accepting of, their academic performance. Teens aged 13 are the most worried about grades and homework, but by age 18 their school-related concerns subside markedly.

BULLIES ARE BULLIED

50%

Teens who bully will be bullied themselves

There are many types of bullying: physical, emotional, social, discriminatory and cyber-bullying. For our survey, Kids Help Phone asked teens questions related to physical (hitting, shoving, pushing, **tripping** and other kinds of force) and emotional (hurtful comments, name-calling, **teasing**) bullying.

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Bullying is a large concern for teens in Canada (29%), but the level of concern varies on how you slice the demographic. Bullying is a greater concern for French-speaking teens (primarily located in Québec) compared to their English **counterparts** (47% vs. 25%), and among younger teens (13-14 years) as compared to older teens (16-18).

Another interesting survey finding is if a teen is bullied at school, that person has a 50% chance of being bullied somewhere else—at home, for example. Also, bullies themselves have a 50% chance of being bullied. While verbal threats are not likely to escalate into physical violence, teens who formulate threats are more likely (45%) to resort to physical assaults.

RELATIONSHIP WOES

42% vs. 20%

Friend relationship problems of 13-year-olds vs. 18-year-olds

A significant number of teens have relationship concerns with family (25%) and friends (27%). However younger teens report more problems with friends than family but as they age the situation reverses. It's during this time that older teens start coping with more difficult issues, including rising stress levels, emotional difficulties, gender and identity issues and suicidal thoughts.

THE GREAT GENDER DIVIDE

35% vs.17%

Girls with body issues vs. boys

Across the country, males and females are closely matched on most issues. However, the one significant difference is body image (a concern among 26% of teens overall). Girls are twice as likely as boys to have body image issues. As girls age, their issues about body image increase, from 28% at age 13 to 33% at age 18. But even among males, there is a marked jump in body image issues between ages 13 and 18.

UNDER PRESSURE

23%

How much stress and anxiety levels increase between the ages of 13 and 18

Teens in Canada are stressed out! At 42%, stress is the biggest area of concern after grades and homework (49%) for the general teen population. As they age, their stresses continue to **mount**. At age 13, 27% reported concerns about stress but by age 18, this number had risen to 50%.

Females tend to feel stress and anxiety **slightly** more than males (45% vs. 39%), and English-speaking teens more than French (43% vs. 37%).

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Extra Reading Unit 5	Big Data, Big Brother	Handout ER 5 (cont.)

Perhaps because of the stress they feel, teens are not **overwhelmingly** happy or optimistic about the future. Rating their levels of happiness and optimism about the future on a scale from one to seven, their mean responses fell below five.

DRUGS AND ADDICTIONS

26% vs. 8%

French-speaking teens with drug/addiction issues vs. English-speaking

Only 11% of teens reported issues with drugs and addictions. But the numbers become more revealing when you slice the statistics different ways.

For example, there is a big language divide. The study shows that 26% of French-speaking teens have concerns about drug and addiction issues compared to Anglophones at 8%. This language divide also reflects a regional one, where, for example, 9% of teens in British Columbia have concerns vs. 19% in Québec.

The division between males and females (12% vs. 10%) is not significant but the drug and addiction concerns worsen slightly with age: 8% of 13-year-olds have issues vs. 13% of 18-year-olds.

TECHNICALLY SPEAKING

54%

Teens who text about their problems with friends

When communicating to friends about issues, teens prefer texting (54%), followed by face-to-face encounters (51%). The influence of social media is strong, with teens communicating concerns via private messages on Facebook, Snapchat, Twitter and other channels (39%).

When teens talk to professionals (teachers, school counsellors, coaches, religious leaders) about personal problems, they prefer to do so in person or via text. But when it comes to anonymous counselling services, new channels of connecting, such as web chat and other means of digital communication have a rising importance.

GLOSSARY

state of mind → attitude
tripping → causing someone to fall
teasing → saying cruel things
counterparts → equivalents
woes → problems
mount → increase
slightly → by a small amount
overwhelmingly → overpoweringly

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Name: _____ Date: _____ Group: _____

Extra Reading Unit 5	Big Data, Big Brother	Handout ER 5 (cont.)

Before Reading

1. **Match** each word with its definition.

Word		Definition
a. panels	_____	**1.** divide
b. breakdowns	_____	**2.** become less intense; weaken
c. overall	_____	**3.** increase
d. subside	_____	**4.** in general
e. marked	_____	**5.** small groups of people who meet to talk about a specific issue
f. slice	_____	**6.** increase rapidly
g. escalate	_____	**7.** deal with or manage a problem
h. cope	_____	**8.** average
i. mean	_____	**9.** significant
j. rise	_____	**10.** explanations of statistics

2. **Complete** the sentences below with words from the table in Step 1.

   a. We received both positive and negative feedback after the event. _____, people were happy with the activities.

   b. Working at the restaurant has taught me how to _____ with stressful situations.

   c. I am waiting for my nervousness to _____ before I begin my presentation.

   d. There was a _____ increase in students' grades after the peer tutoring program began.

   e. Our school experienced a _____ in its student population after one of the other high schools in the city closed.

3. **Predict** which issues tend to affect younger (13-year-old) or older (18-year-old) teens, and which affect girls or boys more. **Check** the boxes that correspond to your guess.

Homework stress			
Younger teens ☐	Older teens ☐	Girls ☐	Boys ☐
Bullying			
Younger teens ☐	Older teens ☐	Girls ☐	Boys ☐

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Problems with friends and family			
Younger teens ☐	Older teens ☐	Girls ☐	Boys ☐
Body issues			
Younger teens ☐	Older teens ☐	Girls ☐	Boys ☐
Drugs and addictions			
Younger teens ☐	Older teens ☐	Girls ☐	Boys ☐

4. Which issues do you think are the most important for teens? **Place** the issues in order of importance, with 1 being the most important and 5 being the least important.

_____ homework stress

_____ bullying

_____ problems with friends and family

_____ body issues

_____ drugs and addictions

5. What major teen issue do you think is missing from this list, and why is it important?

_____

_____

While Reading

6. As you read, **underline** the use of comparative and superlative adjectives in the text.

After Reading

7. **Check** whether each of the following statements is true or false, based on your understanding of the article.

Statement	T	F
a. Levels of stress related to school performance do not depend on gender and language.		
b. Teens become more concerned with their academic performance as they age.		
c. Younger teens tend to worry more about bullying than older teens.		
d. As teens age, they report fewer problems with friends than with family.		

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Statement	T	F
e. Teen girls are more likely to experience body image issues the older they get.		
f. Stress levels in teens remain fairly stable as they get older.		
g. English- and French-speaking teens report the same levels of stress.		
h. French-speaking teens are more likely to have concerns with drugs and addiction compared to English-speaking teens.		
i. Teens prefer to communicate with their friends via email.		

8. According to the text, what is the biggest concern for teens? What is the smallest?

9. Which of the statistics collected surprised you the most? Which surprised you the least?

10. In your opinion, why would Kids Help Phone be interested in collecting data about teenagers? What would they be able to use this data for?

11. At Kids Help Phone, staff listen to thousands of young people every week who trust them to help them navigate their most challenging and uncertain moments as they grow into adults. In addition to the survey they carried out, do you think Kids Help Phone should collect data from those thousands of calls? Why or why not?

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Extra Listening Unit 1	Choosing Your Path	Handout EL 1

Look In, Look Out, Look Ahead

Before Listening

1. **Think** of someone whose occupation you find interesting. **Name** two character traits and two skills this person needs to do this particular job.

_____

_____

2. Is this a job you think you could do? Why or why not?

_____

_____

3. **Replace** the underlined words and expressions with a synonym from the Word Box.

Word Box		
	are like-minded	try my hand at
	down the road	workforce
	make the most of	worrying

a. I'm going to benefit from the guidance counsellor's help and advice. _____

b. I'd like to experiment with a variety of jobs in order to develop many skills. _____

c. The skills I develop will be useful in the future. _____

d. Career exploration and planning can help you chose a field of study without stressing. _____

e. My mentor and I have similar beliefs. _____

f. My summer jobs will help prepare me for the professional world. _____

While Listening CD

4. **Listen** to the audio recording of "Look In, Look Out, Look Ahead" once to familiarize yourself with the text. Then, **match** the subtitle to its main idea.

Subtitle		Main idea
a. Looking In	____	**1.** It's all about planning and organizing your future, starting with educational planning.
b. Looking Out	____	**2.** It's all about self-assessment and knowing who you are and what you want to be.
c. Looking Ahead	____	**3.** It's all about career exploration and discovering how your education prepares you for the world beyond school.

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5. **Listen** to the recording a second time. For each section of the chart below, **write** key words related to the topic. **Write** as much information as possible.

Topics	Notes
Looking In	
Looking Out	
Looking Ahead	

After Listening

6. **Compare** and **complete** your notes with a partner.

7. What do you think is the meaning of the expression "finding your inner voice"?

8. How can you take an active role in shaping your life? **Give** concrete examples.

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Extra Listening Unit 2	Bright Ideas	Handout EL 2

Striking Gold under 20: The Teenage Millionaire

Before Listening

1. **Make** a list of the different ways you are currently able to earn money. **Be** creative.

_____

_____

2. Which of your answers in Step 1 is likely to earn you the most money? Why?

_____

_____

3. **Match** each expression with its definition.

Expression		Definition
a. get the ball rolling	_____	**1.** get noticed
b. turn heads	_____	**2.** define
c. going gets tough	_____	**3.** becoming rich
d. striking gold	_____	**4.** have a chance to do something
e. hitting pay dirt	_____	**5.** begin
f. nail down	_____	**6.** things get more difficult
g. bank on	_____	**7.** depend upon
h. have a shot at	_____	**8.** discovering something of value

While Listening CD

4. **Listen** to the audio recording of "Striking Gold under 20: The Teenage Millionaire" once to familiarize yourself with the text. Then, **read** the descriptions below. As you listen to the text a second time, **write** the name of the strategy that each description refers to.

Strategies
Be the Best and Get Discovered • Find a Niche and Fill It • Build an App for That Bank On Your Hobbies • Win the Lottery • Invest • Start Small, Dream Big

a. The sooner you start saving money, the more money you'll make. _____

b. You can make money doing the things you really enjoy. _____

c. Use technology to turn your innovative idea into a reality, and then attract the attention of investors. _____

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d. Making a fortune often requires lots of perseverance and hard work, so don't give up. _____

e. Being really good at something will attract attention. _____

f. Someone has to be the lucky winner, and one day that person could be you. _____

g. Identify a need for something very specific and produce that product. _____

After Listening

5. Becoming a wealthy teenager is possible, but it is not easy. **Name** several qualities mentioned in the text that have helped these teenagers find success.

_____

_____

6. Which of the strategies mentioned in Step 4 seems the most realistic to you? **Explain** your answer.

_____

_____

_____

7. Which of the teenagers mentioned in the text do you think took the most risks in order to achieve success? **Explain** your answer.

_____

_____

8. **Read** the paragraph below that describes Moziah Bridges' rise to success. Which strategy from the text do you think Moziah used to become successful? **Explain** your answer.

> Moziah Bridges was only 9 years old when he began his own company designing bow ties. His strong fashion sense inspired him to start designing and sewing bow ties at home with his grandmother, a retired seamstress. Mo supplied the bow ties for the 2015 NBA draft, and today Mo's Bows brings in $200 000 a year. Mo is well on his way to becoming a teen millionaire—after all, he has plenty of time.

_____

_____

_____

_____

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Name: _____ Date: _____ Group: _____

Extra Listening Unit 3	Home and Away	Handout EL 3

Canada: A Country of Immigrants

Before Listening

1. In your opinion, what are two advantages and two disadvantages of living in Canada?

_____

_____

_____

2. Match each word or expression with its definition.

Word		Definition
a. land	_____	**1.** colony
b. wave of immigrants	_____	**2.** searched for
c. settlement	_____	**3.** country
d. fleeing	_____	**4.** running away from
e. loomed	_____	**5.** mass arrival of immigrants
f. sought	_____	**6.** was about to happen

While Listening CD

3. Listen to the audio recording of "Canada: A Country of Immigrants" once to familiarize yourself with the text. Then, **read** the table below. As you listen a second time, **write** the nationalities or countries of origin of the groups of immigrants that arrived.

Canadian immigration timeline	Groups of immigrants
1600s to 1812	
After the War of 1812	
Early 20th century	
Between 1956 and 1957	
Late 1970s	
More recently	

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Extra Listening Unit 3	Home and Away	Handout EL 3 (cont.)

After Listening

4. According to the recording, what nationalities were rejected at one time because of Canada's immigration policies?

_____

5. Which groups were displaced and forced to migrate within Canada? **Explain** why.

_____

_____

_____

6. Match the following terms with their correct definitions.

Term		Definition
a. migrate	_____	**1.** leave your homeland and settle elsewhere
b. immigrate	_____	**2.** someone who is persecuted
c. emigrate	_____	**3.** move from one place to another
d. refugee	_____	**4.** settle in a new country or region
e. asylum	_____	**5.** protection

7. According to the text, why would a person seek asylum in another country?

_____

_____

8. Explain in your own words how Canada came to be a cultural mosaic.

_____

_____

_____

9. The Canadian citizenship test includes topics like citizens' rights and responsibilities, Canadian history, government, the justice system and the economy. Do you think you would be able to pass the Canadian citizen test? **Explain** your answer.

_____

_____

_____

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Extra Listening Unit 4	What Would You Do?	Handout EL 4

The Vancouver Hockey Riots

Before Listening

1. In your own words, **explain** what the idiom "in the heat of the moment" means.

_____

_____

2. **Complete** the sentences with words from the Word Box.

Word Box	blast • gear • peer pressure • perpetrator • showed up

a. Last year's St. Patrick's Day parade was a _____!

b. I bought a lot of new _____ before my big hike on the West Coast Trail.

c. I was about to leave the café when Derek finally _____.

d. The detectives used forensic evidence to identify the _____.

e. _____ makes people do things they wouldn't do if they were alone.

While Listening CD

3. **Listen** to the audio recording of the first part of "The Vancouver Hockey Riots" once to familiarize yourself with the text. Then, **read** the events below. As you listen to the recording a second time, **put** the events in chronological order.

_____ The Vancouver Canucks lost the game.

_____ The narrator and his cousins went downtown to watch the game on an outdoor screen.

_____ People were fighting and tipping over cars; then, store windows were broken.

_____ Game 7 of the Stanley Cup playoffs was being played in Vancouver.

_____ Adam ran into an electronics store.

_____ The police appeared in riot gear.

_____ People grabbed merchandise from stores and ran away.

_____ A car burst into flames.

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4. Before listening to the endings, **describe** what you would do in this situation. **Explain** your answer.

5. **Listen** to the recordings of the two endings. **Check** whether what you wrote in Step 4 is more similar to Ending A, Ending B or neither.

☐ Ending A ☐ Ending B ☐ Neither

After Listening

6. **Describe** in your own words what happens in Ending A. **Use** complete sentences.

7. **Describe** in your own words what happens in Ending B. **Use** complete sentences.

8. How would you and your friends react in a situation like this one? **Explain** your answer.

9. **Describe** a different situation where you could implicate someone else, the way the photos were used to identify the perpetrators in this story. In that situation, would you feel comfortable doing something that could lead to someone being punished? Why or why not?

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Extra Listening Unit 5	Big Data, Big Brother	Handout EL 5

"How Big Data is Revolutionizing Healthcare" and "What Big Data Can't Tell Us"

Before Listening

1. You are feeling sick and you decide to go to your doctor. **Make** a list of the different information he or she should know about you in order to help you. **Be** specific.

- _____
- _____
- _____
- _____
- _____
- _____

2. Write a definition for the following words.

a. predict: _____

b. prevent: _____

c. treat: _____

3. Write a (+) next to the words with a positive meaning and a (–) next to the words with a negative meaning.

a. benefit	☐	**d.** effective	☐	**g.** success	☐
b. improve	☐	**e.** uncomfortable	☐	**h.** limitation	☐
c. downside	☐	**f.** biased	☐	**i.** con	☐

While Listening CD

4. Listen to the audio recordings of "How Big Data is Revolutionizing Healthcare" and "What Big Data Can't Tell Us" once to familiarize yourself with the texts. Then, **read** the statements below. As you listen to the recordings a second time, **check** true or false.

Statement	T	F
a. You can help find the cure for cancer if you make your health records public.		
b. Scientists are still trying to find a way to predict disease epidemics.		
c. We must always rely on medical professionals for preventive healthcare.		
d. Numbers can reveal lots of information but they cannot interpret that information.		

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Statement	T	F
e. Big data has found a way to measure knowledge.		
f. We need to ask the right questions in order to get the right answers.		

After Listening

5. Write two benefits of recording and analyzing medical data.

a. _____

_____

b. _____

_____

6. Do you think all people should be required to share their personal medical data?

_____

_____

7. Write two limitations of drawing conclusions based on big data.

a. _____

_____

b. _____

_____

8. Would you be more willing to share personal medical information if you knew there was some possible future benefit to yourself and your family? **Explain** your answer.

_____

_____

_____

9. Are you more convinced of big data's benefits or its limitations? **Justify** your answer using examples from the text.

_____

_____

_____

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Extra Watching Unit 2	Bright Ideas	Handout EW 1

Dragons' Den : Ten Tree Apparel Pitch

Before Watching

1. What do you consider before buying an item of clothing? **Order** the elements from 1 to 10 with 1 being the most important to you and 10 being the least important.

_____ colour
_____ price
_____ brand
_____ style
_____ how it fits
_____ fabric
_____ country of production
_____ method of payment
_____ environmental impact
_____ customer experience

2. What do you consider to be the *most* important deciding factor? **Justify** your answer.

_____

_____

3. What do you consider to be the *least* important deciding factor? **Justify** your answer.

_____

_____

While Watching DVD

4. **Watch** the *Dragons' Den* video "Ten Tree Apparel Pitch" once to familiarize yourself with the content. Then, **read** the sentences below. As you watch the video a second time, **complete** the sentences with the correct information.

a. The owners of Ten Tree Apparel are asking for _____ for 20% of their company.

b. At the time of filming, Ten Tree Apparel's revenue was _____in sales.

c. Ten Tree Apparel products are being sold in _____ retail stores across Western Canada.

d. It costs Ten Tree Apparel about _____ to plant the trees they promise.

e. Shirts sell at retailers for up to _____ more than a comparable product.

f. WeForest gives consumers the ability to plant trees in _____ different countries.

g. As a tree planter in his youth, Bruce planted nearly _____ trees himself.

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After Watching

5. **Summarize** the Ten Tree Apparel business model, according to the video.

_____

_____

_____

6. Arlene says that the future of business is "people, planet, profit." What do you think this means?

_____

_____

_____

7. It is possible for Ten Tree Apparel to get their T-shirts made overseas at a much lower cost, meaning they would have a higher profit. What is the problem with this option?

_____

_____

_____

8. Ten Tree Apparel received two offers from the Dragons, one from Arlene and Bruce, and one from Jim. **Describe** the two offers.

_____

_____

_____

_____

_____

9. Kevin argues that caring about the environment is a passing trend. Do you agree with him? **Justify** your answer.

_____

_____

_____

10. Would you buy a Ten Tree Apparel product? Why or why not?

_____

_____

_____

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Extra Watching Unit 3	Home and Away	Handout EW 2

A Remarkable Refugee Story

Before Watching

1. If your family's life was interrupted by a catastrophe or war, what daily activities would you miss the most?

_____

_____

_____

2. Match the vocabulary words to their definitions.

Word		Definition
a. suburb	_____	**1.** extremely difficult
b. plucked	_____	**2.** depend on
c. rely on	_____	**3.** very limited vision
d. fled	_____	**4.** residential area of a city
e. gruelling	_____	**5.** move to a new place
f. legally blind	_____	**6.** person who speaks for a group or organization
g. spokesperson	_____	**7.** suddenly removed from one's home
h. funds	_____	**8.** feeling of having done something wrong
i. resettlement	_____	**9.** ran away from a dangerous situation
j. guilt	_____	**10.** sums of money for specific purposes

While Watching

3. Watch the video "A Remarkable Refugee Story" once to familiarize yourself with the content. Then, **read** the chart below. As you watch the video a second time, **write** key words in the chart to complete as much information about Hany as possible.

Name	_____	Age	_____
Where he is from	_____	Where he resettled	_____
What interrupted his life	_____		
Career dreams	_____		

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What he brought with him	
How he learned English	
Disability	
Interest in the camp	

After Watching

4. **Compare notes** with a group of classmates. **Add** any information to the chart that you may have missed.

5. Why are the young people in the refugee camps referred to as the lost generation?

6. **Explain** how Hany's camera has become an extension of his eyes.

7. Why was Hany's story used to convince the world that it should invest in refugees?

8. **Explain** why the news reporter says that Hany and his family got the golden ticket.

9. Why does Hany's family have survivor's guilt?

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Extra Oral Interaction | **Functional Language** | **Handout EOI 1**

When you give an opinion, use this model: OPINION + REASON + EXAMPLE.

I think we should wear polos at school + because it makes everybody more equal. + For example, because we all wear the same thing, nobody looks more stylish than anyone else.

Stating and supporting an opinion

- *In my opinion . . .*
- *I think that . . . because . . .*
- *I'm for/against . . . because . . .*
- *I believe this because . . .*
- *For example . . .*

Agreeing and disagreeing

- *I (totally) agree/disagree with you because . . .*
- *I have to agree/disagree with you because . . .*
- *You're (absolutely) right/wrong about . . .*
- *That's a good point because . . .*

Building on/Adding details

- *In addition, . . .*
- *Plus, . . .*
- *Did you know that . . . ?*
- *I heard that . . .*
- *You know what?*

Reacting to/Commenting on

- *I didn't know that . . .*
- *On the other hand . . .*
- *I think we should also consider . . .*
- *That reminds me of . . .*
- *It's really interesting that . . .*

Asking questions

- *What do you think about . . . ?*
- *Why do you think that?*
- *What do you mean when you say . . . ?*
- *Can you explain . . . ?*
- *Do you have an example or a reason to support that?*

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Extra Oral Interaction Unit 1 | **Choosing Your Path** | **Handout EOI 2**

In groups of four, **demonstrate** competency in interacting orally in English by participating in a discussion on issues related to choosing your path, the theme of Unit 1.

Select a question from your card. Take turns initiating a discussion with your classmates by **giving your opinion** about the issue presented in your question.

To interact, you may:

- **Agree** and **disagree** with what your classmates say;
- **Build on** and **add details** to what your classmates say;
- **React to** and **comment on** their opinions;
- **Express** opinions and ideas that are related to the issues but also to what your classmates say;
- **Ask questions** or **ask for clarification** about what they say.

Refer to the functional on page 300 and language in the Reference Section for help.

Student 1	**Student 2**
• What is more important when choosing a career path: money or your passion? • Is it important to know what job you want when you are a teenager? Why or why not? • Is success a journey or a destination? Explain your answer.	• Is it a good thing to change careers? Why or why not? • Is it good to have a part-time job while you study? Why or why not? • Does society put too much pressure on us to make a lot of money? Why or why not?
Student 3	**Student 4**
• Is a year off between high school and CEGEP a good thing? Why or why not? • Is learning a trade the best way to ensure that you can find a job? Why or why not? • Do you have to participate in extracurricular activities to succeed in life? Explain your answer.	• Is luck an important part of choosing your path? Explain your answer. • Is experience the best teacher? Explain your answer. • Is a university education important? Why or why not?

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Extra Oral Interaction Unit 2 | **Bright Ideas** | **Handout EOI 3**

In groups of four, **demonstrate** competency in interacting orally in English by participating in a discussion on issues related to bright ideas, the theme of Unit 2.

Select a question from your card. Take turns initiating a discussion with your classmates by **giving your opinion** about the issue presented in your question.

To interact, you may:

- **Agree** and **disagree** with what your classmates say;
- **Build on** and **add details** to what your classmates say;
- **React to** and **comment on** their opinions;
- **Express** opinions and ideas that are related to the issues but also to what your classmates say;
- **Ask questions** or **ask for clarification** about what they say.

Refer to the functional language on page 300 and in the Reference Section for help.

Student 1	**Student 2**
• Should students have to learn money-management skills in high school? Why or why not? • Do you want to be a millionaire? Explain your answer. • What would you do if you won the lottery?	• Would you rather have money or fame? Explain your answer. • When you make a lot of money, do you have a responsibility to help people who are in need? Why or why not? • Is it important to start budgeting your money when you are a teen? Why or why not?
Student 3	**Student 4**
• What is the best way to get discovered? • What kind of jobs pay a million-dollar salary? • Think of an object that you use every day. Where do you think the inventor of that object got his or her inspiration?	• What drives successful entrepreneurs? • Should the government invest in good causes or in whatever makes the most money? Explain your answer. • Are you smart with your money? Why or why not?

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Name: _____ Date: _____ Group: _____

Extra Oral Interaction Unit 3 | **Home and Away** | **Handout EOI 4**

In groups of four, **demonstrate** competency in interacting orally in English by participating in a discussion on issues related to immigration and moving, the theme of Unit 3.

Select a question from your card. Take turns initiating a discussion with your classmates by **giving your opinion** about the issue presented in your question.

To interact, you may:

- **Agree** and **disagree** with what your classmates say;
- **Build on** and **add details** to what your classmates say;
- **React to** and **comment on** their opinions;
- **Express** opinions and ideas that are related to the issues but also to what your classmates say;
- **Ask questions** or **ask for clarification** about what they say.

Refer to the functional language on page 300 and in the Reference Section for help.

Student 1	**Student 2**
• What does home mean to you? • Do you think that the world reacts well to refugee crises? Why or why not? • Does your school embrace the different cultures of its students? Explain your answer.	• Why are Canada and Québec so attractive for immigrants? • What do you think of the concept of "paying it forward"? • Is the idea of humans settling on Mars exciting or scary? Explain your answer.
Student 3	**Student 4**
• Should Canada and Québec be more accommodating to immigrants? Explain your answer. • What are some of the things we take for granted living in Canada? • What is the hardest part of starting at a new school?	• Should immigrants form communities with other people from their home country or try to integrate in the population of their new country? Explain your answer. • Do you agree that Canada's early settlers were also immigrants? Why or why not? • What would be the hardest part of having to move to English Canada?

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Name: _____ Date: _____ Group: _____

Extra Oral Interaction Unit 4 | **What Would You Do?** | **Handout EOI 5**

In groups of four, **demonstrate** competency in interacting orally in English by participating in a discussion on issues related to difficult choices, the theme of Unit 4.

Select a question from your card. Take turns initiating a discussion with your classmates by **giving your opinion** about the issue presented in your question.

To interact, you may:

- **Agree** and **disagree** with what your classmates say;
- **Build on** and **add details** to what your classmates say;
- **React to** and **comment on** their opinions;
- **Express** opinions and ideas that are related to the issues but also to what your classmates say;
- **Ask questions** or **ask for clarification** about what they say.

Refer to the functional language on page 300 and in the Reference Section for help.

Student 1	**Student 2**
• Does peer pressure play a big role in how you behave? Explain your answer. • Do you and your friends behave like a pack? Explain your answer. • How often do you lie? Is it okay to lie?	• Is it okay for a soldier to disobey orders that they do not agree with? Why or why not? • Is stealing always wrong? When is it okay to steal? • Do you think group projects are a fair way of evaluating students? Why or why not?
Student 3	**Student 4**
• Is it fair to hide the truth from participants in psychological studies like those described in the unit? Why or why not? • Do you wear different clothes depending on who you are hanging out with? Explain your answer. • Do you think people should risk their lives to save animals? Why or why not?	• Why is it important to have laws? • Do you listen to different music depending on who you are hanging out with? Explain your answer. • Have you ever done something bad because everyone else was doing it? Explain your answer.

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Extra Oral Interaction Unit 5 | **Big Data, Big Brother** | **Handout EOI 6**

In groups of four, **demonstrate** competency in interacting orally in English by participating in a discussion on issues related to big data and big brother, the theme of Unit 5.

Select a question from your card. Take turns initiating a discussion with your classmates by **giving your opinion** about the issue presented in your question.

To interact, you may:

- **Agree** and **disagree** with what your classmates say;
- **Build on** and **add details** to what your classmates say;
- **React to** and **comment on** their opinions;
- **Express** opinions and ideas that are related to the issues but also to what your classmates say;
- **Ask questions** or **ask for clarification** about what they say.

Refer to the functional language on page 300 and in the Reference Section for help.

Student 1	**Student 2**
• How have your online habits changed since you first started sharing things on social media? • Would you ever delete a social media account? Why or why not? • How many of your hobbies, activities or purchases are influenced by what your friends share online?	• Are you worried about what your online presence suggests about you? Why or why not? • Do you think a person's medical records should be accessible to the police? Why or why not? • Do you mind when your parents share photos of you on their social media accounts? Why or why not?
Student 3	**Student 4**
• Do you think it is a good idea to give your email address to companies when they ask for it? Why or why not? • Do you worry about governments, banks and big institutions spying on you? Why or why not? • Do you think it is a good idea to share your current location on social media? Why or why not?	• Do you think about your future career when you post things online? Why or why not? • Have you ever changed your behaviour based on the results of a study? How? • Do your parents have access to your social media passwords or accounts? How do you feel about it?

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The Opinion Piece	Should Our School Day Be Shorter?	Handout OP

The Opinion Piece

An effective **opinion piece** has an organized structure and convincing arguments. Writers must plan their texts carefully. Refer to the opinion piece on page 236 of the Reference Section as an additional model.

1. **Read** the opinion piece on shorter school days on page 307. **Pay close attention** to its different parts and components.

2. **Label** the following parts of the opinion piece in the margin.
   - Introduction
   - Supporting paragraphs
   - Conclusion

3. **Underline** the following sentences in the opinion piece and **label** them in the margin.
   - Opening statement
   - Position statement in the introduction
   - Topic sentence in each supporting paragraph
   - Reformulation of the writer's opinion in the conclusion
   - Closing statement in the conclusion

4. **Explain** the writer's purpose in "Should Our School Day Be Shorter?"

5. Who is the writer's audience? How do you know?

6. Where do you think you might find this text?

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The Opinion Piece | **Should Our School Day Be Shorter?**

Handout OP (cont.)

Should Our School Day Be Shorter?

There are many ways for me to learn besides sitting in a classroom! In fact, there are disadvantages to being forced to sit in a classroom for seven or eight hours every day. If teachers and school administrators want to produce successful students, our school day should be shorter and more flexible.

If we students spent less time in class, we'd have more time for extracurricular activities that can teach us real-life skills. For example, playing on a team or in the school band helps you learn about responsibility. You have to be on time, do your part and have good manners with the referee or conductor. It's a great way to learn without being in the classroom.

Next, less time in the classroom leaves more time for healthy pursuits like physical activity. Shorter school days would give students more time for things like sports, walking and cycling that are good for their health and contribute to them being more focused when they are in class.

In addition, growing brains need time to absorb what they have learned. Without a break children and teens become unmotivated and stop learning. The situation is amplified for students with different learning challenges. If our school day were more flexible, students would be more alert and ready to learn.

In conclusion, it's time to rethink what it means to learn and how our school days are structured. Less time in the classroom broadens our horizons and reminds us that there is more to learning than what we find in our text books. I believe I'd be a better-balanced, healthier and smarter student if I had a shorter and more flexible school day!

Labels:

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Extra Grammar

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Name: _____ Date: _____ Group: _____

Grammar Exercises Unit 1 | **Gerunds and Infinitives** | **Handout GE 1.1**

A. Classify the verbs in the Word Box in the chart below.

Word Box							
	agree	continue	enjoy	hope	love	practise	start
	avoid	decide	finish	learn	mind	prefer	suggest
	begin	deny	hate	like	plan	promise	want

Verbs that must be followed by the gerund form of a verb	Verbs that must be followed by the infinitive form of a verb	Verbs that can be followed by gerunds or infinitives
• enjoy		

B. Complete the sentences with the gerund form of the verbs in the Word Box.

Word Box					
	be	drink	go	lose	open
	buy	eat	laugh	miss	receive

1. _____ milk will help you fall asleep.
2. Do you mind _____ the window, please?
3. Gwen appreciated _____ our card in the mail.
4. Zara admitted _____ my sweater.
5. You should consider _____ more vegetables.
6. The student apologized for _____ late.
7. Before _____ to the swimming pool, you should put on some sunscreen.
8. We are thinking of _____ a new house.
9. Sarah couldn't stop _____ when I told her the joke.
10. Jamie risked _____ the bus so that he could say goodbye.

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C. Complete the following sentences using a suitable verb in the infinitive form.

1. Don't forget _____ an umbrella.
2. My father taught me how _____ a bike.
3. Linda used a USB key _____ some files.
4. I was very happy _____ with my old friends.
5. We expect _____ in Halifax at midnight.
6. Mom told you _____ the dishes.
7. He's proud _____ the best volleyball player in our school.
8. It's mandatory _____ a uniform in my school.

D. Complete the text with the correct gerund or infinitive form of the verbs in parentheses.

You have to submit an important assignment soon. However, instead of (*work*) _____[1] on it, you prefer (*check*) _____[2] your email, (*watch*) _____[3] TV and (*hang out*) _____[4] with your friends. Does this situation sound familiar to you? (*Put off*) _____[5] tasks until the last minute is known as procrastination. It's a bad habit that can prevent you from (*get*) _____[6] better results in school.

Would you like to stop (*procrastinate*) _____[7]? Here are some useful tips:

- **Break your tasks down into little steps**. We can subconsciously avoid (*do*) _____[8] a task because we think it's too difficult (*complete*) _____[9]. Try (*break*) _____[10] it down into small steps so that it's simpler. Attempt (*set*) _____[11] deadlines for each step. Once you start (*enjoy*) _____[12] small accomplishments, you'll feel more motivated (*finish*) _____[13] your work.
- **Change your environment**. Your workspace should make you want (*work*) _____[14]. Remove any possible distractions. For example, if you're tempted (*surf*) _____[15] the internet, you can choose (*block*) _____[16] certain websites at specific times by using specialized apps.
- **Find an accomplice**. If you have difficulty working on your own, consider (*find*) _____[17] someone to work with. (*Tell*) _____[18] someone about what you need (*do*) _____[19] can also make (*finish*) _____[20] your project easier.

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Grammar Exercises Unit 1 | **Past Tenses** | **Handout GE 1.2**

A. Complete the sentences with the simple past form of the verbs in parentheses.

1. I (*eat*, negative) _____ the cheese because it (*smell*) _____ really bad.
2. Karl and I (*agree*) _____ to meet in front of the metro station, but he never (*come*) _____.
3. Sara (*live*) _____ in Naples when she (*be*) _____ little.
4. I (*give*) _____ my dog a bone and he (*bury*) _____ it in the backyard.
5. My father (*throw*) _____ the ball, but I (*catch*, negative) _____ it.
6. My little brother (*have*) _____ a spider on his shoulder, but he (*be*, negative) _____ afraid.
7. Syera (*lend*) _____ me some money because I (*leave*) _____ my wallet at home.
8. They (*be*) _____ sad because they (*pass*, negative) _____ the test.

B. Use the prompts to write yes/no or information questions in the simple past.

1. where/Melissa's party/be?

   _____

2. how long/you/stay there?

   _____

3. Amir/go/ to the party with you?

   _____

4. the music and food/be/good?

   _____

5. you/meet anyone interesting?

   _____

6. Joseph and Francis/be/there, too?

   _____

7. what present/you/ give to Theo?

   _____

8. when/Hector/leave?

   _____

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C. Complete the sentences with the past continuous form of the verbs in the Word Box.

Word Box	cook	make	take	wear
	enjoy	snow	talk	

1. We stayed at the party because we (affirmative) _____ ourselves.
2. _____ you _____ a shower when I knocked on the door?
3. I put on my winter boots because it (affirmative) _____.
4. While Karen (affirmative) _____ the steak on the barbecue, John and I (affirmative) _____ the salad.
5. Who _____ your sister _____ to when I saw her in the park?
6. I remember you (negative) _____ any shoes the day I met you.

D. Circle the correct form of the verbs in the following sentences.

1. When my mom (was arriving/arrived) home, my little sister (was drawing/drew) on the wall and Paul and I (were arguing/argued) over a video game.
2. After Cameron (was putting on/put on) her pyjamas, she (was drinking/drank) a glass of milk and (was going/went) to bed.
3. I (was calling/called you) yesterday at 5:00 p.m., but you (weren't answering/didn't answer). What (did you do/were you doing)?
4. I (was walking/walked) home when I (was seeing/saw) my neighbour Edwin. I (stopped/was stopping) and (was greeting/greeted) him.

E. Complete the text with the past continuous or simple past form of the verbs in parentheses.

Last weekend, I (*invite*) _____[1] some friends over for lunch. It (*be*) _____[2] very nice outside. The sun (*shine*) _____[3] and the neighbourhood cats (*sleep*) _____[4] in the sun. I (*decide*) _____[5] to open the back door. I (*cut*) _____[6] carrots when the telephone (*ring*) _____[7] in the living room. It was my friend, Patrick. He (*ask*) _____[8] me what to bring for dessert when I (*hear*) _____[9] a noise in the kitchen. When I (*go*) _____[10] back there, I (*see*) _____[11] my neighbour's cat on the counter. It (*eat*) _____[12] my meat! The cat (*move*, negative) _____[13] when it saw me, so I (*toss*) _____[14] one of my shoes at it. It (*run*) _____[15] away with the piece of meat in its mouth. I (*know*, negative) _____[16] what to do, but Patrick (*tell*) _____[17] me not to worry. We could just order a pizza.

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Grammar Quiz Unit 1	Gerunds and Infinitives	Handout GQ 1.1

A. Complete the sentences with the gerund or infinitive form of the verbs in the Word Box. **/5**

Word Box	be	break	practise	say	use

1. It is inappropriate _____ your cellphone in movie theatres.
2. Caroline left home without _____ goodbye.
3. My piano teacher suggested _____ at least one hour a day.
4. Donald seemed _____ sad when I talked to him.
5. The kids denied _____ the kitchen window.

B. Complete the text with the gerund or infinitive form of the verbs in parentheses. **/15**

When I was in Secondary 1, I was a lazy student. I disliked (*do*) _____[1] my assignments and avoided (*participate*) _____[2] in class. My teachers told me that I could get much better grades, but that I needed (*apply*) _____[3] myself. I always promised (*do*) _____[4] better, but my grades never improved. Sometimes, I tried to study seriously for a test, but my friends wanted me (*play*) _____[5] soccer so I went with them instead of (*study*) _____[6].

Everything changed when I met Sonia in Secondary 3. On our first day of class, Mrs. Robinson asked her (*sit*) _____[7] next to me. I wasn't really excited about (*be*) _____[8] next to the new student, but we got along from the beginning. I enjoyed (*spend*) _____[9] time with her because she was friendly, intelligent and hard-working. Sonia got good grades in everything and was well respected by classmates and teachers, so I started (*feel*) _____[10] like I wanted to be like her. I was determined (*become*) _____[11] a better student. I learned (*organize*) _____[12] my time better, stopped (*play*) _____[13] video games so much and decided (*join*) _____[14] a study group. (*Get*) _____[15] good grades makes me feel good.

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Grammar Quiz Unit 1	Past Tenses	Handout GQ 1.2

A. Complete the following sentences with the correct form of the verbs in parentheses. **/10**

1. Anna (*make*, past continuous) _____ tea when she burned her hand.
2. Was Jane upset because (*give*, *her friend*, negative, simple past) _____ her a birthday present?
3. What (*do*, *you*, past continuous) _____ when I called you?
4. The teacher was explaining the lesson, but Lina and Raj (*pay*, negative, past continuous) _____ attention to him.
5. (*watch*, *Erin*, simple past) _____ the hockey game last night?
6. We (*listen*, negative, past continuous) _____ when you explained how to play the game.
7. (*complete, you*, past continuous) _____ the questionnaire?
8. Nick and Mannie (*read*, past continuous) _____ when they received the phone call.
9. Marco (*apply*, simple past) _____ for a job in Ethiopia.
10. After dinner, I (*tell*, simple past) _____ my parents the news.

B. Complete the text with the simple past or past continuous form of the verbs in parentheses. **/15**

It was midnight on Halloween. We (*go*) _____[1] home after a party at our friends' house and my sister (*drive*) _____[2] carefully because it (*rain*) _____[3]. All of the sudden a woman (*appear*) _____[4] in front of the car. She (*wear*) _____[5] a wedding dress and (*carry*) _____[6] a bouquet. My sister (*step*) _____[7] on the brake pedal really hard. We both (*get*) _____[8] out of the car to see what happened, but there was nobody there. We (*know*, negative) _____[9] what to do. We (*look*) _____[10] under the car when a truck (*stop*) _____[11] behind us. The driver (*ask*) _____[12] us if we were okay. We (*tell*) _____[13] him about the strange woman, but he (*be*, negative) _____[14] surprised. He said that, many years ago, a bride (*go*) _____[15] to her wedding when she was killed in a car accident on that same road on a rainy day in October!

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Grammar Exercises Unit 2 | **The Future** | **Handout GE 2.1**

A. Complete the sentences with the verbs in parentheses. **Use** the future with *be going to*.

1. My aunt (*visit*) _____ us tonight.
2. Vanessa and I (*be*) _____ on the same soccer team this summer.
3. Meredith (*be*, negative) _____ home until 10:30 p.m.
4. We (*eat*) _____ spaghetti tonight.
5. I (*finish*, negative) _____ my homework on time.
6. They (*run*) _____ the marathon together.
7. Carol and Mathieu (*tell*) _____ everyone about their engagement.
8. I (*celebrate*, negative) _____ until after I get my report card.
9. You (*like*, negative) _____ the new Bond movie.
10. Everyone (*bring*) _____ something to the party.
11. You (*keep*, negative) _____ the letters from your old girlfriend.
12. She (*drink*) _____ the whole pitcher of lemonade.

B. Use the prompts to write yes/no questions with the future with *be going to*.

1. you/play/Monopoly

   _____

2. he/walk/to school alone

   _____

3. you/call/later

   _____

4. we/study together/tonight

   _____

5. Rafi and Stephanie/be/late

   _____

6. he/win/the race

   _____

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Grammar Exercises Unit 2 | **The Future** | **Handout GE 2.1** (cont.)

C. Read the sentence and **write** five information questions with the future with *be going to* that you can ask. **Look** at the underlined pieces of information to help you.

Tomorrow, Janet is going to buy a new computer with Carl at MegaData.

1. What is Janet going to do tomorrow? _____
2. _____
3. _____
4. _____
5. _____

D. Complete the text with the future with *will* of the verbs in parentheses.

There are two things that really fascinate Stephanie: inventing things and sharks. Someday, she (*combine*) _____[1] the two into an exciting career. She (*start*) _____[2] her studies with marine biology. She (*study*) _____[3] sharks' anatomy and natural habitat. After that degree she (*work*) _____[4] for a few years doing research on sharks, then she (*go*) _____[5] back to school to study electrical engineering. She wants to invent a device that (*make*) _____[6] studying sharks safer and more effective. She is confident that her work (*be*, negative) _____[7] in vain and that it (*help*) _____[8] protect shark populations for years to come.

E. Read the answers. **Write** a question in the future with *will* that responds to the underlined information in each answer.

1. **Q:** _____
   A: No, I won't play defense today.
2. **Q:** _____
   A: I will get to the coffee shop on foot.
3. **Q:** _____
   A: Yes, they will meet us at the bottom of the ski hill.
4. **Q:** _____
   A: My brother will do an internship at the zoo.

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Grammar Exercises Unit 2	Comparative and Superlative Adjectives	Handout GE 2.2

A. Write sentences with the prompts and the comparative form of the adjectives in the Word Box.

Word Box				
	bad	cool	good	scary
	brave	enjoyable	~~interesting~~	smart
	challenging	fun	sad	tasty

1. hockey/soccer
Hockey is more interesting than soccer.

2. going to the dentist/going to the doctor

_____

3. vampire movies/zombie movies

_____

4. Superman/Spiderman

_____

5. snowboarding/water skiing

_____

6. texting/talking on the phone

_____

7. taking a nap/doing the dishes

_____

8. amusement parks/museums

_____

9. mint chocolate chip ice cream/vanilla ice cream

_____

10. *Titanic*/*Shrek*

_____

11. being in the woods at night/basements

_____

12. cats/dogs

_____

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B. Write the adjectives in the superlative form and **place** them in the correct section.

Word Box						
	bad	cheerful	deep	good	light	stubborn
	beautiful	close	far	happy	neat	sunny
	boring	damp	fine	hot	pretty	thin

the* + adjective + *est	***the* + adjective + *st***	***the* + double consonant + *est***
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
the* + change *y* to *i* + *est	***the* + *most* + adjective**	**irregular adjectives**
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

C. Complete the following sentences with the superlative form of the adjective in parentheses.

1. This new car model is considered to be (*safe*) _____ car on the road.

2. Luke said that the bank manager was (*pretentious*) _____ person he has ever met.

3. _____ (*tall*) person ever born is from Illinois, USA.

4. _____ (*expensive*) watch in the world costs over $1 million.

5. This book tells (*wild*) _____ story I have ever read.

6. In my opinion, that was (*entertaining*) _____ show I have seen.

7. Asha thinks her dog is (*adorable*) _____ dog in the neighbourhood.

8. In New Mexico, I saw (*blue*) _____ sky.

9. That was (*weird*) _____ movie I have ever watched.

10. In my opinion, she is (*fearless*) _____ individual I have met.

11. That puppy is (*fat*) _____ dog in the litter.

12. Look! This is (*bright*) _____ moon I have ever seen.

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Grammar Quiz Unit 2	The Future	Handout GQ 2.1

A. Complete the sentences with the appropriate verb from the Word Box using the future with *be going to*. **/5**

Word Box	break	burn	eat	organize	study

1. Look at the mess in your locker. We _____ it at recess.
2. These cookies look delicious. I _____ one after dinner.
3. Nico and Jackson are free this afternoon. They _____ with us.
4. Be careful! You _____ that glass.
5. Beatrix (negative) _____ the love letters that Max gave her.

B. Complete the sentences with the appropriate verb from the Word Box using the future with *will*. **/5**

Word Box	arrive	buy	get	pass	win

1. Serge and Taja _____ new bikes on Saturday.
2. The advertisement said that I _____ my order by the end of the week.
3. Do you think they _____ the challenge?
4. We (negative) _____ in Toronto before noon.
5. You _____ the exam.

C. Underline the errors in the questions with the future with *will* and *be going to*. **Rewrite** the questions and **correct** the errors. **/10**

1. They will leave tonight?

   _____

2. Call are you going to tomorrow morning?

   _____

3. Is Florence and Taj going to cook dinner tonight?

   _____

4. How you will know when it is time to leave?

   _____

5. Where is she going travel this summer?

   _____

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Grammar Quiz Unit 2	Comparative and Superlative Adjectives	Handout GQ 2.2

A. Complete the chart with the correct forms. **/10**

Adjective	Comparative	Superlative
bad	_____	_____
ambitious	_____	_____
far	_____	_____
silly	_____	_____
sad	_____	_____

B. Complete the paragraph with comparative adjectives. **/5**

Leo is deciding where to go on his next summer vacation: New York City or Phoenix. Phoenix is (*hot*) _____[1] New York City but New York City is (*humid*) _____[2] Phoenix. The landscape around Phoenix is (*pretty*) _____[3] the landscape around New York City, but New York restaurants are (*interesting*) _____[4] Phoenix restaurants. Both cities have a lot to offer, but Leo thinks that for his interests, New York City is (*good*) _____[5] Phoenix.

C. Complete the questions with superlative adjectives. **/10**

1. What is (*good*) _____ time of the year?
2. Who is (*tall*) _____ person in your family?
3. Who is (*patient*) _____ person you know?
4. What is (*happy*) _____ memory from your childhood?
5. What is (*big*) _____ challenge you have ever faced?
6. When is (*early*) _____ time I can call you?
7. What is (*long*) _____ book you have read?
8. What is (*exotic*) _____ place you have visited?
9. Which is (*wet*) _____ month in India?
10. Who is (*talented*) _____ artist?

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Grammar Exercises Unit 3 | **The Passive Voice** | **Handout GE 3.1**

A. Complete the sentences with the passive voice form of verbs in the Word Box.

Word Box	announce	grow	perform	visit
	discover	make	sell	wear

1. The results of the exams _____ tomorrow.
2. The planet Neptune _____ by scientists in Berlin in 1846.
3. Millions of Harry Potter books _____ since the series was first published.
4. The Eiffel Tower _____ by hundreds of tourists every day.
5. The first blue jeans _____ by cowboys and miners.
6. Chocolate _____ from dried cocoa beans.
7. Bananas and pineapples _____ in tropical countries.
8. The musical *Cats* _____ at our school tonight.

B. Complete the text with the passive voice form of the verbs in parentheses. **Do not use** contractions.

The Nazca Lines are a series of enormous geometric figures of animals made in the ground. They (*appreciate*, simple present) _____[1] best _____[2] from an airplane. Although the figures (*examine*, present perfect) _____[3] by many historians, no one really knows exactly why they (*draw*, simple past) _____[4]. All we know for sure is that they (*find*, simple present) _____[5] in the Peruvian desert and that they (*make*, simple past) _____[6] by the ancient Nazca people who inhabited this area from around 1 to 700 A.D. According to research, the lines (*create*, simple past) _____[7] by removing the red iron oxide of the desert to expose the light-coloured sand underneath.

Because of the dry and rainless environment of the desert, the Nazca lines (*preserve*, present perfect) _____[8]. Although the Nazca lines (*discover*, simple past) _____[9] by a Peruvian archaeologist in 1927, the figures (*bring*, simple past) _____[10] to public attention only after they (*see*, simple past) _____[11] from the air in the 1930s.

Much has been speculated about the purpose of the lines. One theory suggests that they (*intend*, simple past) _____[12] to please the eyes of the gods. Another idea is that the lines depict an astronomical map and the figures (*link*, simple present) _____[13] to constellations in the sky.

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Grammar Exercises Unit 3	Prepositions	Handout GE 3.2

A. Underline the prepositions in the following sentences. **Write** the type of preposition above each preposition: *T* (time), *P* (place) or *D* (direction).

1. On our way *D* to Québec City, we stopped *P* at Susan's house. We stayed there *T* for half an hour.

2. I worked at a coffee shop from 9:00 a.m. to 1:00 p.m. every day during my summer vacation.

3. We walked along the beach until it got dark.

4. The piano concert will take place on April 14th at 7:00 p.m. at the Royal Theatre.

5. We should go to the new shoe store on Chelsea Street. It's between a pet shop and a jewellery store.

6. When your sister walked through the door, I barely recognized her. I hadn't seen her since high school.

7. If we want good seats, we'd better be at the stadium one hour before the concert starts.

B. Circle the correct preposition to complete the sentences.

1. (After/During) driving (in/for) five hours, I felt very tired.

2. My aunt lives (on/in) a beautiful cottage (near/under) the river.

3. We should walk (through/over) the forest. It will be fun.

4. Jake and Fiona travelled (to/down) Sydney and arrived (at/on) seven o'clock (in/at) the evening.

5. Nico isn't usually (at/in) home (on/in) Tuesday mornings.

6. If you want to get (at/to) Woodlake Street, you have to turn left on Rutledge Street.

7. Dad wants to put a big chandelier (into/above) the dining table.

8. Stella was born (at/in) Brazil, but she moved (to/into) Montréal when she was 15 years old.

9. Matt goes (in/to) soccer practice every day (on/after) school (before/from) 4:00 p.m. (to/since) 6:00 p.m.

10. My neighbour lost his keys, but he managed to get (into/beyond) his house (through/to) a window.

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Grammar Quiz Unit 3 | **The Passive Voice** | **Handout GQ 3.1**

A. Rewrite the sentences in the passive voice. **/5**

1. The Chinese invented paper during the Han Dynasty.

_____

2. People speak German in Germany, Austria, Switzerland, Luxembourg and Belgium.

_____

3. People do not use euros in England.

_____

4. People make maple syrup by boiling sap.

_____

5. Carbon dioxide has damaged the ozone layer.

_____

B. Complete the following text with the correct passive voice form of the verbs in parentheses. **/15**

Curling is a sport in which round, flat stones (*slide*, simple present) _____[1] on ice toward a target area. This ice (*cover*, simple present) _____[2] with a thin layer of water. Once a stone (*release*, simple present) _____[3], team players use brooms to change its speed and direction. Points (*score*, simple present) _____[4] for the stones remaining closest to the centre of the target. Curling (*describe*, present perfect) _____[5] as the "roaring game" because of the noise the stones make.

Curling (*play*, present perfect) _____[6] since the 16th century in Scotland. At that time, games (*play*, simple past) _____[7] outdoors, but all competitive events now take place indoors, where the temperature of the ice (*control*, simple present) _____[8]. The first rules (*record*, simple past) _____[9] and the first curling clubs (*form*, simple past) _____[10] in Scotland. During the 19th century, curling (*export*, simple past) _____[11] to countries with cold climates such as Canada. The first international curling events (*hold*, simple past) _____[12] in the 19th century, but it wasn't until 1998 that curling (*admit*, simple past) _____[13] in the Winter Olympics as a full medal sport. Recently, the category of mixed double teams (*add*, present perfect) _____[14] to the Olympics, where teams (*make*, simple present) _____[15] of one male and one female player.

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Grammar Quiz Unit 3	Prepositions	Handout GQ 3.2

A. Circle the correct preposition to complete the sentences. **/10**

1. We're meeting (to/in/on) the library (at/to/for) 4:00 p.m.
2. Layla has lived (at/from/in) Vancouver (for/since/from) 1996.
3. Pat and Maud didn't get (for/to/in) the camp site (until/during/from) 1:00 a.m.
4. (During/Before/Since) going to bed, I like to read for a while.
5. I looked (for/through/under) the window and saw a little bird sitting (into/on/down) a tree branch.
6. The little boy tried to jump (under/below/over) a puddle, but he fell into it instead.

B. Complete the text with an appropriate preposition from the Word Box. **/10**
Use all of the prepositions.

Word Box	after	for	in	inside	on
	at	from	beside	on	on top

My friend Jessie's birthday is _____[1] June 29, so she can always celebrate her birthdays _____[2] the summer. Lucky girl! This year, she decided to throw a picnic birthday party _____[3] Rochester Park _____[4] the lake. She invited me and many other friends _____[5] school and her neighbourhood. When I got to the party, I was amazed to see the nice decorations. There were picnic baskets _____[6] every table. _____[7] the baskets, there was candy. Jessie's birthday cake was decorated with flowers and had candles _____[8]. It was delicious! _____[9] eating the cake and giving presents, we played some games. It was so much fun. I stayed at the party _____[10] four hours.

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Grammar Exercises Unit 4	Adverbs	Handout GE 4.1

A. Use an appropriate adverb from the Word Box to complete the sentences. **Look** at the type of adverb in parentheses to help you. **Do not use** the same adverb twice.

Word Box					
	definitely	hard	quite	recently	soon
	enough	nicely	rather	sometimes	well

1. Although Mike lived in China for two years, he can't speak Mandarin (manner) _____ .
2. Charles was (degree) _____ surprised when he saw his ex-girlfriend at the barbecue.
3. I haven't heard any news from Natasha (time) _____ .
4. Do you think I dance (manner) _____ ?
5. I (frequency) _____ play classical music when I do my homework.
6. You're 14 years old. You're not old (degree) _____ to have a driver's licence.
7. Karla is (sentence) _____ not going to lend you that amount of money.
8. Mrs. Gonzalez said she would give us our test results (time) _____ .
9. The party was (degree) _____ boring, so I left early.
10. Alex and Jane are training (manner) _____ for their video game competition.

B. Complete the text with the most appropriate adverbs from the Word Box.

Word Box				
	definitely	immediately	rarely	terribly
	enough	just	really	usually
	hungrily	quickly	slowly	very

Sally, my neighbour, _____[1] makes delicious desserts. This morning, she called me to say she had _____[2] made a new strawberry cake and wanted me to try it. I was _____[3] hungry, so I _____[4] went to her house. When Sally put the cake on the table, I looked at it _____[5]. I was hungry _____[6] to eat my piece of cake in one mouthful, but I ate it _____[7] to enjoy it more. It was so good! However, after a while, my stomach started hurting _____[8]. It was weird. I _____[9] get sick from eating cake, even if I eat a lot. Something was _____[10] wrong. I asked Sally what ingredients she had used. When she said she had used milk, I understood _____[11]. I am lactose intolerant. Sally was _____[12] sorry.

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Grammar Exercises Unit 4 | **Conditional Sentences** | **Handout GE 4.2**

A. Match each condition with its appropriate result.

____	**1.**	My parents would be very happy	**a.** if he didn't practise often.
____	**2.**	If you see Marie,	**b.** she would go camping with us.
____	**3.**	I'll watch the hockey game tonight	**c.** if we had a lot of money.
____	**4.**	You can't travel to other countries	**d.** if I cleaned my room.
____	**5.**	If Sharon didn't have to work this weekend,	**e.** please tell her to call me.
____	**6.**	If you drop ice in water,	**f.** if you don't have a valid passport.
____	**7.**	Rick wouldn't be such a good soccer player	**g.** if I have enough time.
____	**8.**	We would stay at a five-star hotel	**h.** it floats.

B. Circle the *if*-clauses and **underline** the main clauses. Then, **decide** if each sentence is a real (*R*) or unreal (*U*) conditional sentence.

1. If you come to London, you can stay at our place. R/U

2. Erin would be healthier if she stopped drinking so much coffee. R/U

3. Babies cry if they are hungry. R/U

4. If my little sister were taller, she would be able to ride the roller coaster. R/U

5. If you go through that emergency exit, the alarm will go off. R/U

6. I would buy mansions and luxurious cars if I were a millionaire. R/U

C. Complete the real conditional questions with the correct form of the verbs in parentheses. **Do not use** contractions.

1. If you don't bring water, (*get*, *you*, negative) _____ thirsty?

2. If the weather is nice, (*ride*, *Sam*) _____ his bike to work?

3. (*go*, *Charlie*) _____ to detention, if he forgets his homework again?

4. (*make*, *you*, negative) _____ it to the airport on time, if you take a taxi?

5. If Oliver is late, (*wait*, *Felix*) _____ for him?

6. (*get*, *Carla*) _____ a stomach ache if she drinks milk?

7. If you need any help, (*call*, *you*) _____ me?

8. If you make pizza, (*come over*, *Elaine*) _____?

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D. For each number below, **read** the first sentence. Then, **write** an unreal conditional sentence to describe the alternative scenario, as shown in the example.

1. Mike doesn't have enough money, so he can't buy the concert tickets.
But . . . if Mike had enough money, he would buy the concert tickets.

2. Paul has a knee injury, so he can't play soccer this season.
But . . . _____

3. Jamie is busy, so she can't go to the cinema with us.
But . . . _____

4. We don't know this town well. We're lost.
But . . . _____

5. You don't study hard for your quizzes, so you get bad marks.
But . . . _____

E. **Read** the conditional sentences and **circle** the correct form of the verbs.

1. If Ted (weren't/wouldn't be) so busy, he would help you.

2. If Sarah wins the piano competition, she (will get/would get) $1000.

3. Water boils if you (heat/heated) it to 100°C.

4. If I (don't have/didn't have) to get up early tomorrow, I would stay longer at the party.

5. The kids would be happy if you (take/took) them to the amusement park.

6. Tom (will go/would go) to the doctor, if he doesn't feel better.

F. **Complete** the following sentences with the correct form of the verbs in parentheses. Then, **write** a question that matches the underlined words in each answer.

1. Q: What would you do if you had superpowers?
A: If I (*have*) had superpowers, I would fly with the eagles.

2. Q: _____
A: I (*watch*) _____ a movie if it rains tomorrow.

3. Q: _____
A: I (*go*) _____ to Tasmania if I won a free plane ticket.

4. Q: _____
A: Jake (*choose*) _____ to meet Shakespeare if he could meet anyone.

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Grammar Quiz Unit 4	Adverbs	Handout GQ 4.1

A. Underline the adverbs in the following sentences. Above the underlined adverbs, **write** the type of adverb: *M* (manner), *T* (time), *F* (frequency), *D* (degree) or *S* (sentence). **/16**

1. "Send those emails immediately!" said his boss angrily.
2. Laura started laughing very loudly.
3. Marianne hurt herself badly after she fell down the stairs.
4. I probably I wake up before my alarm rings because I am used to getting up at that time.

B. Use an appropriate adverb from the Word Box to complete the sentences. **Look** at the type of adverb in parentheses to help you. **/9**

Word Box	almost	badly	beautifully	before	enough	immediately	never	rather	usually

1. My sister can sing and play the piano (manner) _____.
2. We (frequency) _____ go to the gym after work.
3. The coffee I ordered wasn't hot (degree) _____.
4. They are planning to visit their uncle in Nova Scotia (time) _____ the end of the summer.
5. I (degree) _____ forgot my umbrella this morning.
6. Meredith spoke Spanish (manner) _____ before taking lessons.
7. I called the ambulance (time) _____ after I saw the accident.
8. I (frequency) _____ see my cousin who lives in Toronto.
9. Your clown costume makes you look (degree) _____ silly.

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Grammar Quiz Unit 4	Conditional Sentences	Handout GQ 4.2

A. Complete the following conditional sentences with a logical idea from the Word Box. **Conjugate** the verbs correctly. **/16**

Word Box		
	need more information	travel to Iceland
	give her a call	watch a horror movie
	feel too tired to cook	stop making noise
	cancel our picnic	ask my sister to help me

1. If it rains tomorrow, we _____.
2. Dana _____ if she found a cheap flight.
3. Call us if you _____.
4. The kids wouldn't sleep well if they _____.
5. Mom might be worried if you (negative) _____.
6. If my neighbour (negative) _____, I will call the police.
7. If we _____, we could order pizza.
8. If I don't understand a math exercise, I _____.

B. Write a question that matches the underlined words in each answer. **/4**

1. **Q:** _____
   A: If you fail the math test, Tom will help you study.
2. **Q:** _____
   A: If we have enough chocolate chips, I will make cookies.
3. **Q:** _____
   A: I'll plant some tomatoes this weekend if it is warm.
4. **Q:** _____
   A: If the metro is down, I ride my bike to school.

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Grammar Exercises Unit 5 | **Present Perfect** | **Handout GE 5.1**

A. Complete the sentences with the present perfect form of the verbs in parentheses. **Do not use** contractions.

1. We (*be*, affirmative) _____ at the airport since 8:00 a.m., but my parents' flight (*arrive*, negative) _____ yet.
2. Charles (*play*, affirmative) _____ for the school hockey team since January, but he (*score*, negative) _____ any goals so far.
3. I (*drive*, negative) _____ since my car accident. I (*forget*, negative) _____ how awful it was.
4. Maddy and Dave (*know*, affirmative) _____ each other for one year, but Maddy (*meet*, negative) _____ Dave's family yet.
5. You (*pay*, negative) _____ back the money you owe me.
6. Luciana (*buy*, affirmative) _____ two new pairs of shoes, but she (*wear*, negative) _____ either of them yet.
7. I (*go out*, negative) _____ with my friends lately. I (*have*, affirmative) _____ too much work to do.

B. Complete the sentences with an appropriate verb in the present perfect from the Word Box. **Use** contractions.

Word Box	eat	dry	give	rain	see	work

1. I'm starving. I (negative) _____ anything since this morning.
2. The weather is awful today. It _____ all day.
3. Don't touch that wall. The paint (negative) _____ yet.
4. Jennifer is the best student in our class. She _____ very hard this term.
5. I _____ already _____ *Jurassic Park*. Let's watch a different movie.
6. We presented our projects a month ago, but our teacher (negative) _____ us our grades yet.

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Grammar Exercises Unit 5 | **Present Perfect** | **Handout GE 5.1** (cont.)

C. Use the prompts to make yes/no questions in the present perfect.

1. the police/catch/the thieves/yet? _____
2. you/ever/swim/in a river? _____
3. your children/ever/fly/a kite? _____
4. Lily/go/to her karate class recently? _____
5. your little sister/ever/taste/lobster? _____
6. they/bring the chairs already? _____
7. Harry/ride/a motorcycle before? _____

D. Write an information question in the present perfect that matches the underlined words in each answer.

1. **Q:** _____ in Jamaica?
   A: They have been there for two weeks.
2. **Q:** _____?
   A: I have bought eight collectible figurines.
3. **Q:** _____ in the last two years?
   A: Vicky has travelled to Mexico, Germany and Thailand.
4. **Q:** _____ to the party so far?
   A: They have invited Sean, Alexa, Nick and Kiran.
5. **Q:** _____ to help grandma?
   A: We have made the beds, washed the dishes and swept the floor.
6. **Q:** _____ your math tutorials?
   A: I have had them three times a week.

E. Read the text. **Find** six mistakes in the use of the present perfect. **Cross out** the mistakes and **write** the corrections above.

Hi, Damien. I've ~~try~~ tried calling you a few times today, but you haven't pick up the phone. I hope you've enjoyed your first week at CEGEP. What you have been doing? Have it been difficult to adjust to living on your own? I bet it's fun to live in residence. What furniture have you boughten for your room? Is it a big place? Have you spoke to many people in your building yet? Call me when you have some free time!

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Grammar Exercises Unit 5 | **Indirect Speech** | **Handout GE 5.2**

A. Rewrite the following sentences using indirect speech.

1. My teacher commented, "You need to proofread your reports before handing them in."

My teacher commented that I needed to proofread my reports before handing them in.

2. Eve said to Rex, "I lost the sunglasses you lent me."

Eve said to Rex that she _____

3. Kevin admitted, "Sometimes I'm not very nice to my sister."

Kevin admitted that sometimes _____

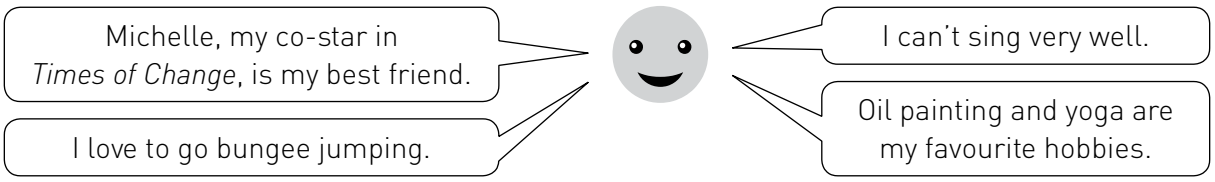
4. Coach Phillips said, "Tim can't play this season because he has a bad concussion."

Coach Phillips said that Tim _____

5. The mayor added, "Many people are donating food and clothing to the victims."

The mayor added that _____

B. Read the following statements that actress Fiona Blackwood said during an interview for a magazine.


Michelle, my co-star in *Times of Change*, is my best friend.
I love to go bungee jumping.
I can't sing very well.
Oil painting and yoga are my favourite hobbies.

Unfortunately, the magazine printed false information about the actress. **Correct** the information using indirect speech.

Magazine error	Real information
1. She can't cook very well.	She confessed that _____
2. She doesn't get along with her co-star Michelle.	She told the magazine that Michelle _____
3. Clubbing and going shopping are her favourite hobbies.	She said that _____
4. She is afraid of bungee jumping.	She told the magazine that _____

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Grammar Quiz Unit 5	Present Perfect	Handout GQ 5.1

A. Complete the sentences with the present perfect form of the verbs in the Word Box. **/5**

Word Box	become	get	grow	miss	steal

1. The kids were shorter six months ago. Now they are tall. They _____ a lot.
2. Pete couldn't make it to the airport on time. He didn't board the plane. He _____ his flight.
3. Lola is sneezing and blowing her nose all the time. She _____ a cold.
4. I was poor in the past. Now, I have a lot of money. I _____ a millionaire.
5. Some valuable paintings are missing from the art gallery. The police are investigating. Thieves _____ the paintings.

B. Complete the text with the present perfect of the verbs in parentheses. **/15**

Dear Julia,

How are you doing? It (*be*, affirmative) _____[1] a long time. A lot of things (*happen*, affirmative) _____[2] since I last wrote to you. I got a job as head lifeguard at the Hillside Pool. I (*enjoy*, affirmative) _____[3] my work so far even though I sometimes get a little too busy. In fact, I (*hang out*, negative) _____[4] with our friends for a while. I (*make*, affirmative) _____[5] some new friends at the pool, though, and we have fun together.

Did you hear about Carol? She (*recover*, affirmative) _____[6] completely _____[7] from her knee surgery. She (*begin*, affirmative) _____[8] to play soccer again. Her team (*qualify*, affirmative) _____[9] for a national soccer competition. They (*lose*, negative) _____[10] a single game in over two months.

(*tell*, yes/no question) _____[11] Gabriel _____[12] you that he bought a new road bike? I think he (*ride*, affirmative) _____[13] it every day since he bought it. Tell me more about you. (*do*, yes/no question) _____[14] you _____[15] anything crazy in Amsterdam yet? Write soon.

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Grammar Quiz Unit 5 | **Indirect Speech** | **Handout GQ 5.2**

A. Your friend, Rose, told you some things at a party last week. **Report** what she said using indirect speech. **/5**

Direct speech	Indirect speech
1. "I'm happy to see you again."	She said that _____
2. "I just broke up with my boyfriend."	She whispered that _____
3. "My sister Penny is having a baby."	She told me that _____
4. "I don't take piano lessons anymore."	She admitted that _____
5. "I'll call you this weekend."	She promised that _____

B. **Read** the paragraph. **Underline** the indirect speech and **highlight** the direct speech. **/5**

Mr. Harrison told the whole science class that he was worried about our performance. "You guys need to buckle down," he said. He said that we are usually late. He admitted that he thinks some of us will fail the exam. He offered to help. "I want you to come and see me after class for tutoring."

C. **Rewrite** the paragraph in Exercise B. **Transform** the direct speech to indirect speech and the indirect speech to direct speech. **/5**

_____

_____

_____

_____

_____

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Evaluation Components

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Self-Evaluation Log	C1 Interacts Orally in English	Handout SE 1

Instructions

- **Evaluate** your progress once a month. **Give** yourself a score for each criterion.
  3 = Always **2** = Most of the time **1** = Rarely
- **Add up** your score. **Try** to improve your score each time you complete the evaluation.

Criterion	Performance	Score									
	Date										
Participation in oral interaction	I use English at all times.										
	I contribute throughout the discussion.										
	I react to and build on what others say.										
Content of the message	My ideas are pertinent and relate to the topic.										
	I explain and support my ideas.										
	I bring up new ideas to enrich the discussion.										
Articulation of the message	I communicate my message with ease.										
	I do not hesitate when I speak.										
	I use the targeted language correctly.										
Management of strategies and resources	I know which strategies help me and I use them.										
	I know which resources help me and I use them.										
	Total										

Date	Skills and strategies I need to work on	What I manage well

Teacher's comments:

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Self-Evaluation Log	C2 Reinvests Understanding of Texts	Handout SE 2

Instructions

- **Evaluate** your progress once a month. **Give** yourself a score for each criterion.
  3 = Always **2** = Most of the time **1** = Rarely
- **Add up** your score. **Try** to improve your score each time you complete the evaluation.

Criterion	Performance	Score									
	Date										
Evidence of understanding of texts through the response process	I show a detailed understanding of the reading text/audio recording/video.										
	I make pertinent links between the reading text/audio recording/video and my own experience.										
Use of knowledge from texts in a reinvestment task	I select relevant ideas and language from the reading text/audio recording/video to reinvest.										
	I combine ideas from the reading text/audio recording/video with my own ideas.										
Management of strategies and resources	I know which strategies help me and I use them.										
	I know which resources help me and I use them.										
	Total										

Date	Skills and strategies I need to work on	What I manage well

Teacher's comments:

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Self-Evaluation Log | **C3 Writes and Produces Texts** | **Handout SE 3**

Instructions

- **Evaluate** your progress once a month. **Give** yourself a score for each criterion.
  3 = Yes **2** = Partially **1** = No
- **Add up** your score. **Try** to improve your score each time you complete the evaluation.

Criterion	Performance	Score									
	Date										
Participation in the writing and production processes	I use all steps of the process to complete the task.										
	I cooperate with others to give, receive and integrate others' feedback.										
Content of the message	My ideas are pertinent. I consider the audience and purpose.										
	My ideas are well organized.										
	I develop and support my ideas.										
Formulation of the message	I use the targeted vocabulary and grammar accurately.										
	My message is clear and easy to understand.										
	I use appropriate text features and components.										
Management of strategies and resources	I know which strategies help me and I use them.										
	I know which resources help me and I use them.										
	Total										

Date	Skills and strategies I need to work on	What I manage well

Teacher's comments:

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Unit Reflection Sheet | **What Did You Learn?** | **Handout SE 4**

Unit number: _____ Title: _____

Instructions

- **Reflect** on what you learned in the unit.
- **Share** what you learned with your classmates.
- **Reinvest** language, information and ideas from the unit.

Language prompts to help share your ideas

- *I learned . . .*
- *What was your answer for . . . ?*
- *I think that . . .*
- *What's your opinion?*
- *What do you think about . . . ?*
- *That's interesting.*
- *If I understand correctly, . . .*
- *Based on my experience, . . .*
- *Tell me why you . . .*
- *That's possible, but I think . . .*
- *It seems to me that . . .*
- *The text on . . . mentions that . . .*

1. **Look back** at the tasks you completed in the unit.

a. **Write** new words you want to remember.

_____

_____

b. **Write** something interesting you learned in this unit.

_____

_____

2. **a.** What was the driving question of the unit (on the opening page)?

_____

b. **Answer** the driving question.

_____

c. How did your answer to the driving question change from your predictions at the beginning of the unit?

_____

Share and reinvest.

3. In teams:

- **Discuss** your answers to the questions in Step 1 and Step 2.
- **Elaborate** on your answers by using information and ideas from the unit and from your own personal experiences.
- **Listen** to your classmates.
- **Ask** your classmates questions.
- **Respond** to your classmates' ideas and experiences.

Set a goal.

4. **Write** your goal for speaking, listening, reading or writing in the next unit.

_____

_____

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Peer Evaluation Sheet | **C3 Writes and Produces Texts** | **Handout SE 5**

Instructions

- **Evaluate** your classmate's work. **Check** either *yes*, *partially* or *no* for each criterion. **Comment** on each criterion.

Name of classmate: _____ Date: _____ Task number: _____

Criterion	Performance	Yes	Partially	No	Comment
Participation in the writing and production processes	My classmate used all steps of the process to complete the task.				
	My classmate was open to giving, receiving and integrating others' feedback.				
Content of the message	The ideas are pertinent. The product is appropriate for the audience and purpose.				
	The ideas are well organized.				
	The ideas are well developed and supported.				
Formulation of the message	The targeted vocabulary and grammar are used accurately.				
	The message is clear and easy to understand.				
	The required text components and features are included.				
Production process only	The images, video and/or music enhance the message of the text.				

Describe one aspect of your classmate's product that you liked. _____

_____

Describe one aspect of your classmate's product that could be improved. _____

_____

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Name: _____ Date: _____ Group: _____

General Competency Rubric | **C1 Interacts Orally in English** | **Handout TE 1**

	A	B	C	D	E
Participation in oral interaction*	☐ Interacts throughout the discussion and uses a variety of techniques to help the discussion move forward (e.g. asks for details, comments on what others say, prompts peers)	☐ Interacts throughout the discussion	☐ Interacts sporadically	☐ Rarely expresses ideas or responds to peers OR ☐ Speaks but rarely interacts with peers, if at all	☐ Reverts to a language other than English often enough that evaluation is not possible OR ☐ Does not participate
Content of the message	☐ Discusses the targeted topics in depth, shares relevant ideas to enrich the discussion AND ☐ Brings up new ideas or aspects to enrich the discussion	☐ Discusses the targeted topics, shares relevant ideas and elaborates on them in a detailed manner	☐ Expresses basic ideas related to the topic, elaborates somewhat when prompted	☐ Expresses ideas that are mostly incomplete, repetitive or can apply to any topic	☐ Expresses messages that are not relevant to the topic OR ☐ Reverts to a language other than English often enough that evaluation is not possible
Articulation of the message: **Fluency**	☐ Speaks with ease and confidence when interacting	☐ Speaks with some ease when interacting ☐ Hesitates, but pauses do not interfere with interaction	☐ Speaks with some difficulty when interacting ☐ Hesitations and pauses sometimes hinder interaction	☐ Speaks with much difficulty when interacting ☐ Hesitations and pauses often hinder interaction	☐ Expresses messages that are mostly incomprehensible ☐ Reverts to a language other than English often enough that evaluation is not possible OR ☐ Does not participate
Articulation of the message: **Accuracy**	☐ When interacting, expresses messages that are clear and contain few errors, if any	☐ When interacting, makes errors that sometimes affect clarity of messages ☐ Messages understood with little interpretation	☐ When interacting, makes errors that often affect clarity of messages ☐ Messages understood with some interpretation	☐ When interacting, makes errors that consistently affect clarity of messages ☐ Messages mostly understood but require a lot of interpretation	

Targeted language conventions

Type of error	Very few	Some	Many	Too many

Management of strategies and resources* **	☐ Independently selects and manages a variety of strategies and resources effectively ☐ Reflects on effectiveness of strategies and resources and makes adjustments	☐ Selects and manages appropriate strategies and resources	☐ Requires some prompting to use strategies and resources	☐ Uses strategies and resources when explicitly told which to use	☐ Despite prompting, does not make use of strategies or resources

Notes: * Expressing stand-alone opinions and ideas (related to the issue but not to the ongoing discussion) is not interacting. Allot an E if student speaks (well or not) but does not interact with peers.

** For articulation of the message, target language conventions for the task based on the *Progression of Learning* and notions from the unit.

*** The student must be provided with feedback on this criterion, but the criterion must not be considered when determining the student's mark on the report card.

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Name: _____ Date: _____ Group: _____

General Competency Rubric | **C2 Reinvests Understanding of Texts** | **Handout TE 2**

		A	B	C	D	E
Evidence of understanding of texts through the response process		☐ Shows superior understanding of texts ☐ Makes pertinent links between texts and own experience ☐ Supports others in negotiating meaning	☐ Shows solid understanding of texts ☐ Makes some links between texts and own experience ☐ Negotiates meaning with others and adjusts understanding as needed	☐ Shows some understanding of texts ☐ Makes few links between texts and own experience ☐ Negotiates and adjusts understanding with others	☐ Shows little understanding of texts ☐ Makes no links between texts and own experience ☐ Relies on others to adjust understanding	☐ Shows no understanding of texts ☐ Responses not linked to texts
Use of knowledge from texts in a reinvestment task	**Selection and use of information/ideas/language**	☐ Selects highly appropriate, accurate and pertinent information/ideas/language from texts	☐ Selects appropriate, accurate and pertinent information/ideas/language from texts	☐ Selects some appropriate, accurate and pertinent information/ideas/language from texts ☐ Text shows some weaknesses, such as: • some inaccurate content • too general or irrelevant content • some content copied directly from texts	☐ Selects little appropriate, accurate or pertinent information/ideas/language from texts ☐ Text shows many weaknesses, such as: • inaccurate content • too general or irrelevant content • chunks of content copied from texts	☐ Information/ideas/language are inaccurate or invented OR ☐ Large parts copied from source texts**
	Coherence of organization, combination with own ideas	☐ Skillfully combines information from source texts with own ideas to create a highly coherent, organized and convincing product	☐ Combines information from source texts with own ideas to create a clear and organized product	☐ Combines information from source texts with own ideas ☐ Text shows some weaknesses, such as: • lacking coherence • lacking organization	☐ Text shows weaknesses, such as: • lacking coherence • lacking organization	☐ Text lacks coherence and organization
Management of strategies and resources*		☐ Independently selects and manages a variety of strategies and resources effectively ☐ Reflects on effectiveness of strategies and resources and makes adjustments	☐ Selects and manages appropriate strategies and resources	☐ Requires some prompting to use strategies and resources	☐ Uses strategies and resources when explicitly told which to use	☐ Despite prompting, does not make use of strategies or resources

Notes: * The student must be provided with feedback on this criterion, but the criterion must not be considered when determining the student's mark on the report card.

** If only a few passages were copied from the reading texts, but several were written by the student, use the rubric but ignore copied passages when evaluating competency 2.

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Name: _____ Date: _____ Group: _____

General Competency Rubric | **C3 Writes and Produces Texts** | **Handout TE 3**

		A	B	C	D	E
Participation in the writing and production processes*		☐ Personalizes the process to plan and carry out the task ☐ Seeks and integrates feedback from peers and teacher	☐ Uses the steps of the process to complete the task ☐ Integrates feedback from peers and teacher	☐ With some support, uses the steps of the process to complete the task ☐ Integrates some feedback from others	☐ Despite support, does not use the steps of the process to complete the task ☐ Has difficulty integrating feedback	☐ Does not use the steps of the process OR ☐ Does not complete the task
Content of the message	**Pertinence and coherence**	☐ Writes a text well adapted to the task requirements (topic, audience, purpose) ☐ Provides well-organized and coherent ideas	☐ Writes a text suited to the task requirements ☐ Provides generally well-organized and coherent ideas	☐ Writes a text somewhat suited to the task requirements ☐ Provides somewhat organized and coherent ideas	☐ Writes a text somewhat unsuited to the task requirements ☐ Provides ideas that lack some organization and coherence	☐ Writes a text unsuited to the task requirements ☐ Provides ideas that lack organization and coherence
	Development	☐ Provides well-developed and supported ideas and viewpoints ☐ Demonstrates originality and cognitive maturity	☐ Provides generally well-developed and supported ideas and viewpoints	☐ Provides somewhat developed and supported ideas and viewpoints	☐ Provides somewhat underdeveloped or supported ideas and viewpoints	☐ Provides ideas and viewpoints that are not developed or supported
Formulation of the message	**Accuracy of targeted language conventions****	☐ Text contains very few or no errors in the use of targeted or familiar language conventions (vocabulary/ mechanics/ grammar)	☐ Text contains few errors in the use of targeted or familiar language conventions	☐ Text contains some errors in the use of targeted or familiar language conventions	☐ Text contains many errors in the use of targeted or familiar language conventions	☐ Produces a text that is mostly incomprehensible OR ☐ Does not respect the task requirements OR ☐ Does not complete the task OR ☐ Copies most passages from the source text****
	Clarity	☐ Errors may be present but do not affect readability or understanding***	☐ Produces errors that may affect readability but not understanding	☐ Produces errors or awkward structures that sometimes affect readability and understanding	☐ Produces errors or awkward structures that repeatedly affect readability and understanding	
	Text components	☐ Includes all required components and skillfully tailors them	☐ Includes all required components and properly structures them	☐ Includes most of the required components	☐ Includes some of the required components	
Management of strategies and resources*		☐ Independently selects and manages a variety of strategies and resources effectively ☐ Reflects on effectiveness of strategies and resources and makes adjustments	☐ Selects and manages appropriate strategies and resources	☐ Requires some prompting to use strategies and resources	☐ Uses strategies and resources when explicitly told which to use	☐ Despite prompting, does not make use of strategies or resources

Notes: * The student must be provided with feedback on this criterion, but the criterion must not be considered when determining the student's mark on the report card.

** For accuracy of language, target language conventions for the task based on the *Progression of Learning* and notions from the unit.

*** Readability is impeded when the reader has to slow down his or her reading but does not have to stop. Understanding is impeded when the reader has to either stop to figure out what the student meant or reread a passage in order to understand it.

**** If only a few passages were copied from the reading texts, but several were written by the student, use the rubric but ignore copied passages when evaluating competency 3.

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Name: _____ Date: _____ Group: _____

Individual Progress Log | **Competencies C1, C2 and C3** | **Handout TE 4**

Competency	Date and level of proficiency									
C1 Interacts Orally in English										
• Participation in oral interaction										
• Content of the message										
• Articulation of the message										
• Management of strategies and resources*										
Comments:										
C2 Reinvests Understanding of Texts										
• Evidence of understanding of texts through the response process										
• Use of knowledge from texts in a reinvestment task										
• Management of strategies and resources*										
Comments:										
C3 Writes and Produces Texts										
• Participation in the writing and production processes*										
• Content of the message										
• Formulation of the message										
• Management of strategies and resources*										
Comments:										

Note: * The student must be provided with feedback on this criterion, but it must not be considered when determining the student's mark on the report card.

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Observation Grid	C1 Interacts Orally in English	Handout TE 5

A Exceeds expectations
B Meets expectations
C Acceptable but needs improvement
D Does not meet all expectations
E Has serious difficulties

Students	Task and date	Evaluation Criteria											
		Participation in oral interaction			Content of the message			Articulation of the message			Management of strategies and resources		

Observation Grid	C2 Reinvests Understanding of Texts	Handout TE 6

A Exceeds expectations
B Meets expectations
C Acceptable but needs improvement
D Does not meet all expectations
E Has serious difficulties

Students	Task and date	Evaluation Criteria: Evidence of understanding of texts through the response process			Use of knowledge from texts in a reinvestment task			Management of strategies and resources		

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Observation Grid	C3 Writes and Produces Texts	Handout TE 7

A Exceeds expectations
B Meets expectations
C Acceptable but needs improvement
D Does not meet all expectations
E Has serious difficulties

Students	Task and date	Evaluation Criteria											
		Participation in the writing and production processes			Content of the message			Formulation of the message			Management of strategies and resources		

Name: _____ Date: _____ Group: _____

Write a career profile.	Unit 1 Choosing Your Path	Final Reinvestment Rubric	Handout TE 8

		A	B	C	D	E
C2 Use of knowledge from texts in a reinvestment task	Coherence of organization, combination with own ideas	☐ Skillfully combines information from texts and the interview with own ideas to create a highly coherent and organized career profile	☐ Combines information from texts and the interview with own ideas to create a clear and organized career profile	☐ Combines information from texts and the interview with own ideas ☐ Career profile shows some weaknesses, such as: • lacking coherence • lacking organization	☐ Career profile shows weaknesses, such as: • lacking coherence • lacking organization	☐ Profile lacks coherence and organization
C3 Participation in the writing and production processes*		☐ Personalizes the process to plan and write a career profile ☐ Seeks and integrates feedback from peers and teacher	☐ Uses the steps of the process to write a career profile ☐ Integrates feedback from peers and teacher	☐ With some support, uses the steps of the process to write a career profile ☐ Integrates some feedback from others	☐ Despite support, does not use the steps of the process to write a career profile ☐ Has difficulty integrating feedback	☐ Does not use the steps of the process to write a career profile OR ☐ Does not complete the task
C3 Formulation of the message	Accuracy of targeted language conventions**	☐ Profile contains very few or no errors in the use of targeted or familiar language conventions (past tenses, gerunds and infinitives)	☐ Profile contains few errors in the use of targeted or familiar language conventions	☐ Profile contains some errors in the use of targeted language conventions	☐ Profile contains many errors in the use of targeted language conventions	☐ Produces a career profile that is mostly incomprehensible OR ☐ Does not respect the task requirements OR ☐ Does not complete the task OR ☐ Copies most passages from source texts****
	Clarity	☐ Errors may be present but do not affect readability or understanding***	☐ Produces errors that may affect readability but not understanding	☐ Produces errors or awkward structures that sometimes affect readability and understanding	☐ Produces errors or awkward structures that repeatedly affect readability and understanding	

Note: * The student must be provided with feedback on this criterion, but the criterion must not be considered when determining the student's mark on the report card.

** For accuracy of language, target language conventions for the task based on the *Progression of Learning* and notions from the unit.

*** *Readability* is impeded when the reader has to slow down his or her reading but does not have to stop. *Understanding* is impeded when the reader has to either stop to figure out what the student meant or reread a passage in order to understand it.

**** If only a few passages were copied from the reading texts, but several were written by the student, use the rubric but ignore copied passages when evaluating competency 3.

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Name: _____ Date: _____ Group: _____

Analyze and review a big idea.	Unit 2 Bright Ideas	Final Reinvestment Rubric	Handout TE 9

		A	B	C	D	E
C2 Use of knowledge from texts in a reinvestment task	**Selection and use of information/ideas/language**	☐ Selects highly appropriate, accurate and pertinent information/ideas/language from the texts to summarize, review and analyze	☐ Selects appropriate, accurate and pertinent information from the texts to summarize, review and analyze	☐ Selects some appropriate, accurate and pertinent information from the texts to summarize, review and analyze ☐ Product review shows some weaknesses, such as: • some inaccurate or irrelevant information • some content copied from texts	☐ Selects little appropriate, accurate and pertinent information from the texts to summarize, review and analyze ☐ Product review shows many weaknesses, such as: • inaccurate information • chunks of content copied from texts	☐ Information is inaccurate or inappropriate OR ☐ Large parts copied from source texts*
C3 Participation in the writing and production processes**		☐ Personalizes the process to plan, summarize, review and analyze a big idea ☐ Seeks and integrates feedback from peers and teacher	☐ Uses the steps of the process to plan, summarize, review and analyze a big idea ☐ Integrates feedback from peers and teacher	☐ With some support, uses the steps of the process to plan, summarize, review and analyze a big idea ☐ Integrates some feedback from others	☐ Despite support, does not use the steps of the process to plan, summarize, review and analyze a big idea ☐ Has difficulty integrating feedback	☐ Does not use the steps of the process OR ☐ Does not complete the task
C3 Formulation of the message	**Accuracy of targeted language conventions*****	☐ Product review contains very few or no errors in the use of targeted or familiar language conventions (comparative and superlative adjectives, future with *will* and *be going to*)	☐ Product review contains few errors in the use of targeted or familiar language conventions	☐ Product review contains some errors in the use of targeted or familiar language conventions	☐ Product review contains many errors in the use of targeted or familiar language conventions	☐ Produces a product review that is mostly incomprehensible OR ☐ Does not respect the task requirements OR ☐ Does not complete the task OR ☐ Copies most passages from source texts*
	Clarity	☐ Errors may be present but do not affect readability or understanding****	☐ Produces errors that may affect readability but not understanding	☐ Produces errors or awkward structures that sometimes affect readability and understanding	☐ Produces errors or awkward structures that repeatedly affect readability and understanding	
	Text components	☐ Includes all required components of a product review (summary, review and analysis) and skillfully tailors them	☐ Includes all required components and properly structures them	☐ Includes most of the required components	☐ Includes some of the required components	

Note:* If only a few passages were copied from the reading texts, but several were written by the student, use the rubric but ignore copied passages when evaluating competency 3.

** The student must be provided with feedback on this criterion, but the criterion must not be considered when determining the student's mark on the report card.

*** For accuracy of language, target language conventions for the task based on the *Progression of Learning* and notions from the unit.

**** *Readability* is impeded when the reader has to slow down his or her reading but does not have to stop. *Understanding* is impeded when the reader has to either stop to figure out what the student meant or reread a passage in order to understand it.

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Name: _____ Date: _____ Group: _____

Write a news article.	Unit 3 Home and Away	Final Reinvestment Rubric	Handout TE 10

		A	B	C	D	E
C2 Use of knowledge from texts in a reinvestment task	Coherence of organization, combination with own ideas	☐ Skillfully combines information from texts with own ideas to create a highly coherent and organized news article	☐ Combines information from texts with own ideas to create a clear and organized news article	☐ Combines information from texts with own ideas ☐ News article shows some weaknesses, such as: • lacking coherence • lacking organization	☐ News article shows weaknesses, such as: • lacking coherence • lacking organization	☐ News article lacks coherence and organization
C3 Participation in the writing and production processes*		☐ Personalizes the process to plan and write a news article ☐ Seeks and integrates feedback from peers and teacher	☐ Uses the steps of the process to write a news article ☐ Integrates feedback from peers and teacher	☐ With some support, uses the steps of the process to write a news article ☐ Integrates some feedback from others	☐ Despite support, does not use the steps of the process to write a news article ☐ Has difficulty integrating feedback	☐ Does not use the steps of the process to write a news article OR ☐ Does not complete the task
C3 Formulation of the message	Accuracy of targeted language conventions**	☐ News article contains very few or no errors in the use of targeted or familiar language conventions (prepositions and passive voice)	☐ News article contains few errors in the use of targeted or familiar language conventions	☐ News article contains some errors in the use of targeted or familiar language conventions	☐ News article contains many errors in the use of targeted or familiar language conventions	☐ Produces a news article that is mostly incomprehensible OR ☐ Does not respect the task requirements OR ☐ Does not complete the task OR ☐ Copies most passages from source texts****
	Clarity	☐ Errors may be present but do not affect readability or understanding***	☐ Produces errors that may affect readability but not understanding	☐ Produces errors or awkward structures that sometimes affect readability and understanding	☐ Produces errors or awkward structures that repeatedly affect readability and understanding	
	Text components	☐ Includes all required components (headline, lead sentence, facts, concluding sentence) of a news article and skillfully tailors them	☐ Includes all required components of a news article and properly structures them	☐ Includes most of the required components	☐ Includes some of the required components	

Note: * The student must be provided with feedback on this criterion, but the criterion must not be considered when determining the student's mark on the report card.

** For accuracy of language, target language conventions for the task based on the *Progression of Learning* and notions from the unit.

*** *Readability* is impeded when the reader has to slow down his or her reading but does not have to stop. *Understanding* is impeded when the reader has to either stop to figure out what the student meant or reread a passage in order to understand it.

**** If only a few passages were copied from the reading texts, but several were written by the student, use the rubric but ignore copied passages when evaluating competency 3

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Name: _____ Date: _____ Group: _____

Write your own *What Would You Do?* scenario.	Unit 4 What Would You Do?	Final Reinvestment Rubric	Handout TE 11

		A	B	C	D	E
C2 Use of knowledge from texts in a reinvestment task	Coherence of organization, combination with own ideas	☐ Skillfully draws on knowledge from the unit and makes a great deal of connections between its key elements to write an organized and appropriate scenario	☐ Draws on knowledge from the unit and makes many connections between its key elements to write an appropriate and well-organized scenario	☐ Draws on knowledge from the unit and makes some connections between its key elements to write an appropriate scenario ☐ Scenario shows some weaknesses, such as: • lacking coherence • lacking organization	☐ Draws on knowledge from the unit and makes few connections between its key elements to write an appropriate scenario ☐ Scenario shows weaknesses, such as: • lacking coherence • lacking organization	☐ Scenario lacks coherence and organization
C3 Participation in the writing and production processes*		☐ Personalizes the process to plan, write and revise a scenario ☐ Seeks and integrates feedback from peers and teacher	☐ Uses the steps of the process to plan, write and revise a scenario ☐ Integrates feedback from peers and teacher	☐ With some support, uses the steps of the process to plan, write and revise a scenario ☐ Integrates some feedback from others	☐ Despite support, does not use the steps of the process to plan, write and revise a scenario ☐ Has difficulty integrating feedback	☐ Does not use the steps of the process to plan, write and revise a scenario OR ☐ Does not complete the task
C3 Formulation of the message	Accuracy of targeted language conventions**	☐ Scenario contains very few or no errors in the use targeted or familiar language conventions (sentence adverbs and conditional sentences)	☐ Scenario contains few errors in the use of targeted or familiar language conventions	☐ Scenario contains some errors in the use of targeted or familiar language conventions	☐ Scenario contains many errors in the use of targeted or familiar language conventions	☐ Produces a scenario that is mostly incomprehensible OR ☐ Does not respect the task requirements OR ☐ Does not complete the task OR ☐ Copies most passages from source texts****
	Clarity	☐ Errors may be present but do not affect readability or understanding***	☐ Produces errors that may affect readability but not understanding	☐ Produces errors or awkward structures that sometimes affect readability and understanding	☐ Produces errors or awkward structures that repeatedly affect readability and understanding	
	Text components	☐ Includes all required components of a scenario (setting and two endings) and skillfully tailors them	☐ Includes all required components and properly structures them	☐ Includes most of the required components	☐ Includes some of the required components	

Note: * The student must be provided with feedback on this criterion, but the criterion must not be considered when determining the student's mark on the report card.

** For accuracy of language, target language conventions for the task based on the *Progression of Learning* and notions from the unit.

****Readability* is impeded when the reader has to slow down his or her reading but does not have to stop. *Understanding* is impeded when the reader has to either stop to figure out what the student meant or reread a passage in order to understand it.

****If only a few passages were copied from the reading texts, but several were written by the student, use the rubric but ignore copied passages when evaluating competency 3.

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Name: _____ Date: _____ Group: _____

Write an opinion piece on big data.	Unit 5 Big Data, Big Brother	Final Reinvestment Rubric	Handout TE 12

		A	B	C	D	E
C2 Use of knowledge from texts in a reinvestment task	Selection and use of information / ideas / language	☐ Selects highly appropriate, accurate and pertinent information / ideas / language from texts to support opinion	☐ Selects appropriate, accurate and pertinent information from texts to support opinion	☐ Selects some appropriate, accurate and pertinent information from texts to support opinion ☐ Opinion presents some weaknesses, such as: • inaccurate or irrelevant information • some content copied from texts	☐ Selects little appropriate, accurate or pertinent information from texts to support opinion ☐ Opinion presents many weaknesses, such as: • inaccurate or irrelevant information • chunks of content copied from texts with little evidence of opinion	☐ Information is inaccurate or invented OR ☐ Large parts copied from source texts*
C3 Participation in the writing and production processes**		☐ Personalizes the process to plan and write an opinion piece ☐ Seeks and integrates feedback from peers and teacher	☐ Uses the steps of the process to plan and write an opinion piece ☐ Integrates feedback from peers and teacher	☐ With some support, uses the steps of the process to plan and write an opinion piece ☐ Integrates some feedback from others	☐ Despite support, does not use the steps of the process to plan and write an opinion piece ☐ Has difficulty integrating feedback	☐ Does not use the steps of the process to plan and write an opinion piece OR ☐ Does not complete the task
C3 Formulation of the message	Accuracy of targeted language conventions***	☐ Opinion piece contains very few or no errors in the use of targeted or familiar language conventions (present perfect, direct and indirect speech)	☐ Opinion piece contains few errors in the use of targeted or familiar language conventions	☐ Opinion piece contains some errors in the use of targeted or familiar language conventions	☐ Opinion piece contains many errors in the use of targeted or familiar language conventions	☐ Produces an opinion piece that is mostly incomprehensible OR ☐ Does not respect the task requirements OR ☐ Does not complete the task OR ☐ Copies most passages from source texts*
	Clarity	☐ Errors may be present but do not affect readability or understanding****	☐ Produces errors that may affect readability but not understanding	☐ Produces errors or awkward structures that sometimes affect readability and understanding	☐ Produces errors or awkward structures that repeatedly affect readability and understanding	
	Text components	☐ Includes all required components of an opinion piece (introduction, supporting paragraphs, conclusion) and skillfully tailors them	☐ Includes all required components of an opinion piece and properly structures them	☐ Includes most of the required components	☐ Includes some of the required components	

Note: * If only a few passages were copied from the reading texts, but several were written by the student, use the rubric but ignore copied passages when evaluating competency 3.

** The student must be provided with feedback on this criterion, but the criterion must not be considered when determining the student's mark on the report card.

*** For accuracy of language, target language conventions for the task based on the *Progression of Learning* and notions from the unit.

**** *Readability* is impeded when the reader has to slow down his or her reading but does not have to stop. *Understanding* is impeded when the reader has to either stop to figure out what the student meant or reread a passage in order to understand it.

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Evaluation Situation 1

Welcoming Newcomers

For use after Units 1, 2 and 3

Components of the Evaluation Situation

Teacher's Guide

- Overview of Evaluation Situation 1 354
- Evaluation Rubrics for C1, C2 and C3 (Handouts ES 1.1 and ES 1.2) 355
- Transcript for Task 1 (Handout ES 1.3, Audio CD Track 30) 357

Student Handouts (ES 1.4–ES 1.7) 359
- Answer Keys for Handouts (ES 1.4–ES 1.6) AK-36

ESL Competencies Evaluated

C1: Interacts Orally in English
- Participation in oral interaction
- Content of the message
- Articulation of the message

C2: Reinvests Understanding of Texts
- Evidence of understanding of texts through the response process
- Use of knowledge from texts in a reinvestment task

C3: Writes and Produces Texts
- Formulation of the message

General Procedure

Make sure students understand each step of the procedure.

Step 1: Theme and Questions

- Describe the theme of the evaluation situation in general terms: students will read and listen to texts about welcoming newcomers into the community. They will reflect on the challenges a newcomer faces and on how to make a newcomer feel welcomed in their school. Finally, they will make recommendations for a welcoming project.
- Lead a class discussion on the expression "walk a mile in my shoes." Suggested question:
  - Why is it important to try to experience the world from another person's perspective, to walk in their shoes?

Step 2: Student Handouts and Evaluation Criteria

- Distribute the student handouts. At the beginning of each task, go over the instructions and make sure students understand what is expected of them.
- Give students the Task 4 handouts only once they have completed Tasks 1 to 3.
- For each task, present the evaluation criteria and the task requirements using the evaluation rubrics provided on pages 355 and 356.
- Tell students which resources they are allowed to use.
- At the end of each period, be sure to collect all handouts.
- Evaluate the students using the appropriate answer keys and evaluation rubrics.

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Overview of Evaluation Situation 1

In Task 1, students will listen to an audio interview about how sports encourage immigrants to integrate. In Task 2, they will read a news article about welcoming new students. Next, in Task 3, they will discuss their own experiences starting at a new school and relate that to the experiences described in Task 1. Finally, students will make recommendations on how to develop a school welcoming project in Task 4.

Approximate Time	ESL Competency and Evaluation Criteria	Text Type	Language Repertoire
Task 1: Integration Through Sports			
60 min	**C2 Reinvests Understanding of Texts** • Listening for reinvestment: preparation for final task	• Interview	• Gerunds
Task 2: Putting Out the Welcome Mat			
60 min	**C2 Reinvests Understanding of Texts** • Evidence of understanding of texts through the response process	• News article	• Gerunds • Opinions and suggestions
Task 3: Developing Empathy: Walk a Mile in My Shoes			
75 min	**C1 Interacts Orally in English** • Participation in oral interaction • Content of the message • Articulation of the message	• Discussion	• Past tenses • Gerunds • Superlatives and comparatives • Expressing opinions • Expressing feelings
Task 4: Developing a Welcoming Project			
75 min	**C2 Reinvests Understanding of Texts** • Use of knowledge of texts in a reinvestment task **C3 Writes and Produces Texts** • Formulation of the message	• Project proposal	• Gerunds • Comparatives and superlatives • Future tenses • Describing events, experiences, ideas and issues

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Name: _____ Date: _____ Group: _____

Evaluation Situation 1	Evaluation Rubrics for Tasks 2 and 3	Handout ES 1.1

Task 2: C2 Reinvests Understanding of Texts

	A	B	C	D	E
C2 Evidence of understanding of texts through the response process	☐ Shows superior understanding of list of opportunities and projects described in the text ☐ Makes pertinent links between text and own experience	☐ Shows solid understanding of list of opportunities and projects described in the text ☐ Makes some links between text and own experience	☐ Shows some understanding of list of opportunities and projects described in the text ☐ Makes few links between text and own experience	☐ Shows little understanding of list of opportunities and projects described in the text ☐ Makes no links between text and own experience	☐ Shows no understanding of list of opportunities and projects described in the text ☐ Responses not linked to text

Task 3: C1 Interacts Orally in English

		A	B	C	D	E
C1 Participation in oral interaction*		☐ Interacts throughout the discussion and uses a variety of techniques to help the discussion move forward (e.g. asks for details, prompts peers)	☐ Interacts throughout the discussion ☐ Gives examples, shares own experiences	☐ Interacts sporadically or mostly when prompted	☐ Rarely expresses ideas or responds to peers OR ☐ Speaks but rarely interacts with peers, if at all	☐ Reverts to a language other than English often enough that evaluation is not possible OR ☐ Does not participate
C1 Content of the message		☐ Discusses the targeted topics in depth, shares relevant ideas to enrich the discussion AND ☐ Brings up new ideas or aspects to enrich the discussion	☐ Discusses the targeted topics, shares relevant ideas and elaborates on them in a detailed manner	☐ Expresses basic ideas related to the topic, elaborates somewhat when prompted	☐ Expresses ideas that are mostly incomplete, repetitive or can apply to any topic	☐ Expresses messages that are not relevant OR ☐ Reverts to a language other than English often enough that evaluation is not possible
C1 Articulation of the message**	**Fluency**	☐ Speaks with ease and confidence when interacting	☐ Speaks with some ease when interacting ☐ Hesitations do not interfere with interaction	☐ Speaks with some difficulty when interacting ☐ Hesitations and pauses sometimes hinder interaction	☐ Speaks with much difficulty when interacting ☐ Hesitations and pauses often hinder interaction	☐ Expresses messages that are mostly incomprehensible ☐ Reverts to a language other than English often enough that evaluation is not possible OR ☐ Does not participate
	Accuracy	☐ When interacting, expresses messages that are clear and contain few errors, if any	☐ When interacting, makes errors that sometimes affect clarity of messages ☐ Messages understood with little interpretation	☐ When interacting, makes errors that often affect clarity of messages ☐ Messages understood with some interpretation	☐ When interacting, makes errors that consistently affect clarity of messages ☐ Messages mostly understood with a lot of interpretation	

Note: * Expressing stand-alone opinions and ideas (related to the issue but not to the ongoing discussion) is not interacting. Allot an E if student speaks (well or not) but does not interact with peers.

** For articulation of the message, target language conventions for the task based on the *Progression of Learning* and notions from the units.

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Evaluation Situation 1 | **Evaluation Rubric for Task 4** | **Handout ES 1.2**

Task 4: C2 Reinvests Understanding of Texts C3 Writes and Produces Texts

		A	B	C	D	E
C2 Use of knowledge from texts in a reinvestment task	Selection and use of information / ideas / language	☐ Selects highly appropriate, accurate and pertinent information / ideas / language from texts to write project proposal	☐ Selects appropriate, accurate and pertinent information from texts to write project proposal	☐ Selects some appropriate, accurate and pertinent information from texts ☐ Project proposal shows some weaknesses, such as: • some inaccurate content • too general or irrelevant • some content copied directly from texts	☐ Selects little appropriate, accurate or pertinent information from texts ☐ Project proposal shows many weaknesses, such as: • inaccurate content • too general or irrelevant • chunks of content copied from texts	☐ Information is inaccurate or invented OR ☐ Large parts copied from source texts*
	Coherence of organization, combination with own ideas	☐ Skilfully combines information from source texts with own ideas to create highly coherent, organized and convincing project proposal	☐ Combines information from source texts with own ideas to create clear, coherent and organized project proposal	☐ Combines information from source texts with own ideas ☐ Project proposal shows some weaknesses, such as: • lacking coherence • lacking organization	☐ Project proposal shows weaknesses, such as: • lacking coherence • lacking organization	☐ Project proposal lacks coherence and organization
C3 Formulation of the message	Accuracy of targeted language conventions	☐ Contains very few or no errors in the use of targeted or familiar language conventions (gerunds, comparatives and superlatives and future tenses)	☐ Contains few errors in the use of targeted or familiar language conventions	☐ Contains some errors in the use of targeted language conventions	☐ Contains many errors in the use of targeted language conventions	☐ Text is mostly incomprehensible OR ☐ Does not respect the task requirements OR ☐ Task not completed OR ☐ Most passages are copied from the source texts
	Clarity	☐ Errors may be present but do not affect readability or understanding**	☐ Errors may affect readability but not understanding	☐ Errors or awkward structures sometimes affect readability and understanding	☐ Errors and/or awkward structures repeatedly affect readability and/or understanding	
	Text components	☐ Includes all required components of a project proposal and skillfully tailors them	☐ Includes all required components and properly structures them	☐ Includes most of the required components	☐ Includes some of the required components	☐ Unsuited to task requirements

Note: * If only a few passages were copied from the reading texts, but several were written by the student, use the rubric but ignore copied passages when evaluating competency 3.

** Readability is impeded when the reader has to slow down his or her reading but does not have to stop. Understanding is impeded when the reader has to either stop to figure out what the student meant or reread a passage in order to understand it.

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Name: _____ Date: _____ Group: _____

Evaluation Situation 1	Transcript for Task 1 Audio CD Track 30	C2	Handout ES 1.3

Flag Football for Newcomers

Interviewer: Welcome, listeners. On today's show we will discover how running after a ball has helped many immigrant teens become part of Canadian culture. Here to talk to us about it is Albert Chen, a community counsellor. Welcome Albert.

Albert: Hello. It's good to be here.

Interviewer: So, Albert, how exactly can running after a ball help teen immigrants adapt to life in Canada?

Albert: Well, playing a game of flag football gives them the opportunity to meet teens their own age that are in the same situations. Encouraging newcomers to play with others helps teens because it helps them build confidence and learn new skills.

Interviewer: And why flag football?

Albert: First of all, for those who are not familiar with flag football, each player has a small flag attached to their clothing. It's like football but instead of tackling players to the ground, you must grab the flag of the person carrying the ball. The choice of sport isn't that important. It's really about helping young immigrants integrate into Canadian society. We chose flag football, though, because it's a non-contact sport that promotes skill development, cardio training and mental strategy. But most of all because it's fun, inexpensive and it can be played almost anywhere.

Interviewer: I guess a team sport helps develop cooperation and connections with others?

Albert: Yes, and it helps do these things despite the language barrier. While playing, even if teens' English isn't very good, they can still be understood. They just have to learn the game and play as part of a team.

Interviewer: So they develop a team spirit and a sense of belonging?

Albert: Right. That's what we're aiming for. A recent study of newcomers conducted by the Institute for Canadian Citizenship found that 69 percent of newcomers who started playing sports within their first three years in Canada learned more about Canadian culture. Eighty-seven percent of newcomers who got involved in sports said they felt more connected to their community as a result.

Interviewer: Have you seen the benefits?

Albert: Not only do I see them every day, but I also experienced them for myself. When I arrived from China my English was very basic and I felt alone and lost, at least until my neighbour suggested that I register with a program for teen newcomers at the community centre. I went and everyone was very encouraging.

Interviewer: The program must be a success if you decided to work there.

Albert: It was for me. I made new friends and improved my English while having fun and being active. Most of the teens were from other countries so I didn't feel judged or out of place. Their English was no better than mine. Eventually I became a mentor myself and had newcomers shadow me around until they felt more comfortable. Unfortunately no matter how hard we try some teens don't stay. But for the majority that want to put in the effort it pays off. It helped me

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Name: _____ Date: _____ Group: _____

Evaluation Situation 1	Transcript for Task 1 Audio CD Track 30	C2	Handout ES 1.3 (cont.)

integrate into the community and as a bonus it helped me find a career. I studied to become a social worker and I now manage the program.

Interviewer: Did you eventually make any friends at school?

Albert: At first it was very difficult. Students had their cliques and there weren't many occasions to get to know them. In class, students got into teams with their friends and at lunchtime they all ate together. The sports program was different. I felt more welcomed. I developed relationships with others. This gave me the confidence to approach students at school and to get involved in school activities.

Interviewer: The people at school didn't make you feel welcome?

Albert: I had an adult mentor who gave me information. But I think if I had had a student mentor it would have been better. I'm actually working on a project, a newcomer's guide that will help schools build better welcoming programs. Teens have many interests other than sports. The welcoming projects I'm developing will allow them to integrate into a school while enjoying themselves.

Interviewer: That sounds interesting. Teens arriving in Canada are lucky to have people like you to help them feel that they belong here. Thanks for coming in today, Albert.

Albert: It's been my pleasure.

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Evaluation Situation 1	Task 1: Integration Through Sports	C2	Handout ES 1.4

Before Listening

1. Have you ever been the new person in a school, on a team or in another situation? If yes, how did you feel? If not, how do you think it would feel to be a newcomer?

_____

_____

While Listening CD

2. **Read** the chart below before you listen to the interview. As you listen, **write** some key words related to the topic in each section of the chart. **Complete** as much of the chart as possible.

Topic	Key words
Advantages of flag football being used in the program	
Positive aspects of getting involved in a team sport	
How Albert felt when he arrived	
Why it was difficult for him to make friends at school	

After Listening

3. **Compare** and **complete** your chart with a partner. **Discuss** your answers.

4. What do you think would be some of the positive aspects of being the new person in a particular situation?

_____

_____

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Name: _____ Date: _____ Group: _____

Evaluation Situation 1	Task 2: Putting Out the Welcome Mat	C2	Handout ES 1.5

Before Reading

1. Do you think your school is welcoming for newcomers? **Explain** your answer.

_____

_____

2. Read the statements. **Check** the statements that apply to you.

☐ I would like to be more involved in school life. ☐ I know a lot about my community.	☐ I connect with new students on social media. ☐ I want to live in another country one day.	☐ I'm shy. ☐ I have trouble understanding different accents.	☐ There are lots of newcomers in my school. ☐ I was once a newcomer in my school.

While Reading

3. Underline the challenges newcomers can face when trying to integrate into Canadian or Québec culture.

4. As you read a second time, **highlight** all the gerunds.

Welcoming Newcomers at School

Starting high school can be difficult enough, but for immigrant teens who are confronted with multiple challenges, school can be a lonely and scary place. That's why schools work to create a welcoming environment for newcomers whether they are immigrants or students arriving from another part of the country.

Studies show that newcomer integration programs are more successful when the individuals feel welcomed into the school community and someone reaches out to them as soon as they arrive. That's when they need the most information and it's crucial that they make school connections. New students must identify with the school and its goals from the beginning. But integration works both ways; the school must build understanding, promote empathy, reinforce respect for diversity and sensitize students to the challenges that newcomers face.

Adjusting to Canadian life can be very difficult for some. Learning a new language, making new friends, and understanding Canadian culture, traditions, celebrations and world views can be very daunting. Some newcomers are dealing with troubling or traumatic past experiences, have left behind family and friends and have left all or most of their belongings. Because they have trouble communicating, don't understand social and cultural conventions, or because they look different they often experience discrimination and bullying. Some newcomers may even suffer from culture shock. The drastic changes

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in their everyday lives can create a sense of confusion, stress and loss of identity.

Regardless of the circumstances, being the new kid on the block is difficult. Trying to fit into a milieu in which people have formed strong bonds with each other because of common beliefs, habits and shared interests is quite a task.

In order to promote a sense of belonging schools must provide newcomers with the following opportunities:

- to participate and to work with others
- to share what they feel
- to practise the language
- to learn the culture and traditions
- to tell their story if they feel the need to
- to build new friendships
- to identify shared values and differences
- to voice their personal values and beliefs

By doing so new students will be empowered. They will build confidence, develop a positive self-identity and develop new skills. They will feel valued, respected and supported.

What role can the student population play in welcoming newcomers?

In some schools students make an extra effort to reach out to new students with the following projects and initiatives:

- establishing a welcoming committee
- becoming a source of information about their school
- organizing get-togethers to facilitate communication and to build new friendships
- holding welcoming events
- becoming a greeter to make sure that new students are not alone during school events
- organizing activities to help them meet others, feel comfortable and know what to expect in their new environment
- preparing packages of useful information
- offering help with homework
- organizing a school orientation period

Students are very creative and there are many different welcoming projects in schools across the country. One activity that is used in many elementary schools and that has great success is the buddy system. Students who are patient, mature and tolerant of differences are chosen to be class buddies. These students receive training to give them tips on how to accompany newcomers and to sensitize them to the challenges newcomers must face. Student buddies are matched with a new student in their class. The buddies work together to brainstorm possible activities like going to a restaurant, calling new students and inviting them to their home.

Different variations of the buddy system are being used in high schools also. These include mentoring and shadowing.

By playing an active role in welcoming newcomers to their school, students facilitate integration help and help these newcomers adapt quickly to develop a sense of belonging and school pride. By getting involved they themselves develop social, leadership, teamwork, mentoring, communication and conflict management skills. They also develop a sense of community.

Being the new kid on the block and trying to fit in is tough. Develop your sense of empathy, reach out to newcomers in your school and focus on creating a welcoming atmosphere. Everyone will benefit.

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After Reading

5. Why is it important to reach out to newcomers as soon as they arrive?

6. **Explain** the meaning of "integration works both ways."

7. Why do newcomers often suffer from discrimination?

8. What factors make it difficult to fit into a new milieu?

9. Considering the information in the text, how would you define a "sense of community"?

10. **Look** at the list of opportunities in the text that a school should provide to newcomers to promote a sense of belonging. **Explain** a role you could take in two of those opportunities.

11. Which projects described in the text do you think would be the most feasible in your school? **Explain** your answer.

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Evaluation Situation 1	Task 3: Developing Empathy: Walk a Mile in My Shoes	C1	Handout ES 1.6

1. **Think back** to your last days of elementary school and first days of high school. **Check** the concerns or worries that you had about starting high school. **Add** any others that are not mentioned.

Concerns or worries about starting high school		
☐ going from being the oldest to the youngest in school ☐ choosing extracurricular activities ☐ changing classrooms ☐ having many teachers	☐ finding someone to have lunch with ☐ not being with friends in your classes ☐ learning your schedule ☐ choosing your clothes	☐ fitting in ☐ being judged ☐ liking your teachers **Others:** _____ _____ _____

2. With a group of classmates, **discuss** the list in Step 1. **Give** examples and **share** details from your own experiences. As you discuss, **use** past tenses and gerunds.

3. **Discuss** the following questions. **Use** the useful language for help.
   - What was difficult for you in the first days of high school?
   - If your transition from elementary school to high school went smoothly, **give** the reasons why you think it went well.
   - What welcoming or orientation activity did you appreciate the most? **Explain** your answer.
   - Who made you feel welcomed or unwelcomed? **Explain** your answer.
   - Looking back, what would you have liked someone to do for you?

Useful Language

I found . . . very difficult.
What about you?
A newcomer would also feel . . .
That's a good idea.
I really enjoyed . . .
The school could have organized something like . . .
I don't think that is the same.
Something like . . . might work well.
How about . . . ?
That happened to me, too.

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Name: _____ Date: _____ Group: _____

4. With your group, **compare** and **contrast** the experience you imagine that a student arriving at school for the first time from another country might have and your personal experience of starting high school. **Complete** the following chart. **Use** comparative and superlative adjectives in your discussion. **Use** the useful language for help.

First days in a new school	
How a newcomer's experience would be similar to mine	**How a newcomer's experience would be different than mine**

5. With your group, **brainstorm** ideas for an interesting welcoming project. As you discuss, **consider** the following elements. **Give** examples of projects and **share** your own experience related to the elements. **Use** the information in the chart in Step 4 to guide you. **Use** the useful language for help.

- learning the language
- socializing/making friends
- getting a part-time job
- getting a driver's licence
- getting around the school and the city
- joining school activities and committees
- sharing a culture and traditions

Project ideas

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Name: _____ Date: _____ Group: _____

Evaluation Situation 1	Task 4: Developing a Welcoming Project	C2 C3	Handout ES 1.7

Your school has a lot of newcomers. Your student council has three proposals for a welcoming project.

Choose one project from the box below that you think would work well in your school or **propose** your own project. **Make recommendations** to the project's leaders for how to develop and implement the project. **Justify** your choice. **Use** information from the previous tasks to guide you.

- ESL conversation group
- After-school cooking class
- Movie night
- Other

1. Plan your text below.

Welcoming project proposal: _____

a. Describe the project briefly and make recommendations for how to implement it.

Guiding questions:

Who will be involved (teachers, directors, parents, guests, students, etc.)?

When and where will the activity or action take place?

What materials and resources will you need?

What are the steps to follow?

_____

_____

_____

_____

_____

b. Justify why the project is the best choice and will be successful.

Guiding questions:

What skills will the newcomer and the students at school develop?

What difficulties and challenges does this project help newcomers overcome?

_____

_____

_____

_____

_____

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Name: _____ Date: _____ Group: _____

Evaluation Situation 1	Task 4: Developing a Welcoming Project	C2 C3	Handout ES 1.7 (cont.)

2. **Write** the first draft of your project proposal. **Follow** your notes from Step 1. **Use** gerunds, comparatives and superlatives and the future tense. **Do not copy** sentences from the readings. **Use** your own words.

Writing Checklist

- ☐ I described the project in detail.
- ☐ I made recommendations for how to implement the project.
- ☐ I justified why this project is the best option.
- ☐ The language is simple and clear.
- ☐ I checked my punctuation and spelling.
- ☐ I used gerunds, comparatives and superlatives and the future tenses correctly.

3. **Revise** and **edit** your text. **Use** the writing checklist.

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Name: _____ Date: _____ Group: _____

Evaluation Situation 1	Task 4: Developing a Welcoming Project	C2 C3	Handout ES 1.7 (cont.)

4. Write your final copy here. **Integrate** the changes and corrections you made in Step 3.

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Evaluation Situation 2

No Pass, No Play

For use after Units 4 and 5

Components of the Evaluation Situation

Teacher's Guide

- Overview of Evaluation Situation 2 369
- Evaluation Rubrics for C1, C2 and C3 (Handouts ES 2.1 and ES 2.2) 370
- Transcript for Task 3 (Handout ES 2.3, Audio CD Track 31) 372

Student Handouts (ES 2.4–ES 2.7) 374
- Answer Keys for Handouts (ES 2.5 and ES 2.6) AK-38

ESL Competencies Evaluated

C1 Interacts Orally in English
- Participation in oral interaction
- Content of the message
- Articulation of the message

C2 Reinvests Understanding of Texts
- Use of knowledge from texts in a reinvestment task

C3 Writes and Produces Texts
- Formulation of the message

General Procedure

Make sure students understand each step of the procedure.

Step 1: Theme and Questions

- Describe the theme of the evaluation situation in general terms: it is about a policy designed to motivate students called "No Pass, No Play," in which students who are not passing all of their courses are prevented from participating in extracurricular activities such as sports teams and school bands. After discussing questions related to school and student motivation, students will read and listen to texts about the issue before being asked to take a position about the policy.
- Lead a class discussion on student motivation. Suggested questions:
  - What do you find motivating and demotivating about school?
  - Do extracurricular activities make school more interesting (or bearable)?

Step 2: Student Handouts and Evaluation Criteria

- Distribute the student handouts. At the beginning of each task, go over the instructions and make sure students understand what is expected of them.
- Give students the Task 4 handouts only once they have completed Tasks 1 to 3.
- For each task, present the evaluation criteria and the task requirements using the evaluation rubrics provided on pages 370 and 371.
- Tell students which resources they are allowed to use.
- At the end of each period, be sure to collect all handouts.
- Evaluate the students using the appropriate answer keys and evaluation rubrics.

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Overview of Evaluation Situation 2

In Task 1, students will discuss questions related to school and motivation. In Tasks 2 and 3, students will read and listen to texts to learn about the "No Pass, No Play" policy. In Task 4, the final reinvestment task, they will write a letter to the school board expressing their opinion about this policy.

Approximate Time	ESL Competencies and Evaluation Criteria	Text Types	Language Repertoire
Task 1: School and Motivation			
45 min	**C1 Interacts Orally in English** • Participation in oral interaction • Content of the message • Articulation of the message	• Discussion	• Conditional sentences • Present perfect • Modals
Task 2: The "No Pass, No Play" Policy			
105 min	**C2 Reinvests Understanding of Texts** • Reading for reinvestment: preparation for final task	• News articles	
Task 3: "No Pass, No Play:" A Student's Perspective			
45 min	**C2 Reinvests Understanding of Texts** • Listening for reinvestment: preparation for final task	• Audio interview	• Indirect speech
Task 4: "No Pass, No Play:" Your Opinion			
75 min	**C2 Reinvests Understanding of Texts** • Use of knowledge from texts in a reinvestment task **C3 Writes and Produces Texts** • Formulation of the message	• Letter of opinion	• Present perfect • Conditional sentences • Indirect speech

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Name: _____ Date: _____ Group: _____

Evaluation Situation 2 | **Evaluation Rubric for Task 1** | **Handout ES 2.1**

Task 1: C1 Interacts Orally in English

		A	B	C	D	E
C1 Participation in oral interaction*		☐ Interacts throughout the discussion about school and motivation and uses a variety of techniques to help the discussion move forward (e.g. asks for details, comments on what others say, prompts peers)	☐ Interacts throughout the discussion ☐ Gives examples, shares own experiences	☐ Interacts sporadically or mostly when prompted	☐ Speaks but rarely interacts with peers, if at all	☐ Reverts to a language other than English often enough that evaluation is not possible OR ☐ Does not participate
C1 Content of the message		☐ Discusses the targeted topics in depth, shares relevant ideas to enrich the discussion AND ☐ Brings up new ideas or aspects to enrich the discussion	☐ Discusses the targeted topics, shares relevant ideas and elaborates on them in a detailed manner	☐ Expresses basic ideas related to the topic, elaborates somewhat when prompted	☐ Expresses ideas that are mostly incomplete, repetitive or can apply to any topic	☐ Expresses messages that are not relevant to the topic OR ☐ Reverts to a language other than English often enough that evaluation is not possible
C1 Articulation of the message	Fluency	☐ Speaks with ease and confidence when interacting	☐ Speaks with some ease when interacting ☐ Hesitates, but pauses do not interfere with interaction	☐ Speaks with some difficulty when interacting ☐ Hesitations and pauses sometimes hinder interaction	☐ Speaks with much difficulty when interacting ☐ Hesitations, and pauses often hinder interaction	☐ Expresses messages that are mostly incomprehensible OR ☐ Reverts to a language other than English often enough that evaluation is not possible OR ☐ Does not participate
	Accuracy	☐ When interacting, expresses messages that are clear and contain few errors, if any	☐ When interacting, makes errors that sometimes affect clarity of messages ☐ Messages understood with little interpretation	☐ When interacting, makes errors that often affect clarity of messages ☐ Messages understood with some interpretation	☐ When interacting, makes errors that consistently affect clarity of messages ☐ Messages mostly understood but require a lot of interpretation	

Note: *Expressing stand-alone opinions and ideas (related to the issue but not to the ongoing discussion) is not interacting. Allot an E if student speaks (well or not) but does not interact with peers.

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Name: _____ Date: _____ Group: _____

Evaluation Situation 2 | **Evaluation Rubric for Task 4** | **Handout ES 2.2**

Task 4: C2 Reinvests Understanding of Texts C3 Writes and Produces Texts

		A	B	C	D	E
C2 Use of knowledge from texts in a reinvestment task	Selection and use of information/ideas/language	☐ Selects highly appropriate, accurate and pertinent information/ideas/language from texts to support opinion	☐ Selects appropriate, accurate and pertinent information from texts to support opinion	☐ Selects some appropriate, accurate and pertinent information from texts ☐ Opinion letter presents some weaknesses, such as: • some inaccurate content • too general or irrelevant • some content copied directly from texts	☐ Selects little appropriate, accurate or pertinent information from the texts ☐ Opinion letter shows many weaknesses, such as: • inaccurate content • too general or irrelevant • chunks of content copied from texts	☐ Information is inaccurate or invented OR ☐ Large parts copied from texts*
	Coherence or organization, combination with own ideas	☐ Skillfully combines information from source texts with own ideas to create a highly coherent, organized and convincing opinion letter	☐ Combines information from source texts with own ideas to create a clear and organized opinion letter	☐ Combines information from source texts with own ideas ☐ Opinion letter shows some weaknesses, such as: • lacking some coherence • lacking some organization	☐ Opinion letter shows weaknesses, such as: • lacking coherence • lacking organization	☐ Opinion letter lacks coherence and organization
C3 Formulation of the message	Accuracy of targeted language conventions	☐ Contains very few or no errors in the use of targeted or familiar language conventions (present perfect, conditional sentences and indirect speech)	☐ Contains few errors in the use of targeted or familiar language conventions	☐ Contains some errors in the use of targeted or familiar language conventions	☐ Contains many errors in the use of targeted or familiar language conventions	☐ Text is mostly incomprehensible OR ☐ Does not respect the task requirements OR ☐ Task not completed OR ☐ Most passages are copied from the source texts
	Clarity	☐ Errors may be present but do not affect readability or understanding**	☐ Errors may affect readability but not understanding	☐ Errors or awkward structures sometimes affect readability and understanding ☐ Text is understood with some interpretation	☐ Errors and/or awkward structures repeatedly affect readability and/or understanding but text is understood with a good deal of interpretation	
	Text components	☐ Includes all required components of an opinion letter and skillfully tailors them ☐ Meets all task requirements	☐ Includes all required components and properly structures them ☐ Meets all task requirements	☐ Includes most of the required components of an opinion letter ☐ Meets most task requirements	☐ Includes some of the required components of an opinion letter ☐ Meets some task requirements	☐ Unsuited to task requirements

Note: * If only a few passages were copied from the reading texts, but several were written by the student, use the rubric but ignore copied passages when evaluating competency 3.

** Readability is impeded when the reader has to slow down his or her reading but does not have to stop. Understanding is impeded when the reader has to either stop to figure out what the student meant or reread a passage in order to understand it.

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Name: _____ Date: _____ Group: _____

Evaluation Situation 2	Transcript for Task 3 Audio CD Track 31	C2	Handout ES 2.3

Podcast: What's the Upshot?

Host: Today on *What's the Upshot?* we're talking about the recent school board proposition to implement the "No Pass, No Play" policy. We've heard a lot about what the administrators think about this, but now it's time to consider a student's perspective. Alex Collyer is a member of the school basketball team. Hi, Alex, thanks for joining us today.

Alex: Thanks for asking.

Host: Alex, I heard that you have some strong feelings about the "No Pass, No Play" policy. What would you like to say about the issue?

Alex: I know it all sounds really positive on the surface, but there are some other points we need to consider. I don't think the administrators have thought this through properly.

Host: Can you be more specific?

Alex: Well, I know that for me personally, it's really important to be on the school basketball team. I have been playing on school teams since I was in elementary school. It's my favourite part of being in school. For some of my friends, they totally love playing in the school band. For many students, it's not the academics we come to school for, even if we know it's necessary to take these courses. It's the extracurricular activities that help get us through the day.

Host: How do you think this policy could affect you if it's implemented?

Alex: I'm hoping to be team captain in my final year. Right now, I'm in Secondary 3 and we are in the process of choosing our courses for next year. So I have to make a decision: do I risk taking more difficult academic classes? If I end up taking a hard class and I fail, I might be suspended from the basketball team for my final year. I just don't think I will take the risk of taking a hard class that I might fail if it will jeopardize my spot on the team.

Host: You would seriously choose easier courses to be able to stay on the team?

Alex: Yes, I would. I am hoping to play basketball at college eventually. I can't risk missing part of the season. So the administrators have to understand that this policy might affect the course choices that student athletes make.

Host: Okay. I see your point. Do you have other concerns?

Alex: There's also the fact that although I am a very good athlete, I'm not very strong academically. It takes me longer to learn things. Even if I work hard, I don't always succeed the first time. Is it fair to penalize me for that?

Host: I suppose you would have to ask the administrators.

Alex: What about motivation? There are lots of days when I don't feel like coming to school. I'm not very good at it, but I come because I know I have a basketball practice at the end of the day.

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Name: _____ Date: _____ Group: _____

Evaluation Situation 2 | **Transcript for Task 3 Audio CD Track 31** | C2 | **Handout ES 2.3** (cont.)

Host: So you're saying that being on a team is good for your motivation. Doesn't it motivate you to have good grades as well?

Alex: I think that in Secondary 3, we already know that we need good grades for CEGEP. If we are threatened with being cut from the team because of our marks, it puts too much pressure on us. We already get a ton of pressure from teachers and our parents to perform. Threatening us with not being allowed to play on a team is only going to add more pressure. I don't see how it can be a positive thing.

Host: That's true. There is a lot of pressure in Secondary 3. Do you have anything else to add?

Alex: I would also like to say that extracurricular activities like sports and music give students a chance to be proud of their school. I have two friends on the football team who are in special classes. They have learning disabilities. But you'll never see two prouder guys than them when they put on their football jerseys. If only kids with good marks get to participate, the rest of us won't feel like school is a place for us, and the school will miss out on a lot of talent. My friend Louis is a great drummer in the band, but he has a ton of trouble academically. Music is his life—if they took him out of band he'd probably just quit school. Life is about more than academic classes. If they want everybody to feel like they're part of the school, they have to accept us all for what we're good at, even if that doesn't include math or French. Or English.

Host: So what do you suggest?

Alex: I think that the administrators should vote against this policy.

Host: Thanks for sharing your thoughts with us.

Alex: You're welcome.

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Name: _____ Date: _____ Group: _____

Evaluation Situation 2	Task 1: School and Motivation	C1	Handout ES 2.4

1. With a group of your classmates, **take turns** leading a discussion about each of the questions. **Use** the useful language for help.

Student A

1. Can you earn a good living without a high school diploma?

5. Should students be penalized if they have difficulty at school?

9. Why do some teens quit school?

13. What are the positive aspects of life at school?

17. Do you feel pressure to complete your high school diploma?

Student B

2. Who do you know who has been successful without a high school diploma?

6. Should a student be penalized for a lack of motivation in their school work?

10. Should there be a legal age for quitting school?

14. What are the negative aspects of life at school?

18. Do parents and schools put too much pressure on students?

Student C

3. Do you think everyone is capable of getting a high school diploma?

7. Is being unmotivated a choice? **Explain**.

11. Why do some students skip classes?

15. Is high school a place for everybody? **Explain**.

19. What aspects of school cause students stress?

Student D

4. What are some alternative ways of finishing a high school diploma?

8. What motivates you to get up in the morning and come to school?

12. What should schools do to encourage students to come to class?

16. Why does the government want to increase graduation rates?

20. What could schools do to make students feel less stressed?

Useful Language

If I felt like this, I would . . .
I have felt . . .
I agree/disagree, and . . .
Have you ever . . . ?
_____ *told me that he/she has . . .*

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Name: _____ Date: _____ Group: _____

Evaluation Situation 2	Task 2: The "No Pass, No Play" Policy	C2	Handout ES 2.5

Before Reading

1. Which extracurricular activities are offered at your school?

_____

_____

2. Why are extracurricular activities important to some students?

_____

_____

While Reading

3. While you read the two articles, **take notes** in the chart.

NO PASS, NO PLAY

Facts and information about the policy

Positive aspects	Negative aspects

Name: _____ Date: _____ Group: _____

"No Pass, No Play." Are We Ready for It?

There have always been high school students that need a little extra pressure to make them give their best effort. A new policy being proposed by the local school board intends to do just that. The rule, known as "No Pass / No Play," has been in effect in many American school districts for decades. Basically, it means that students with failing grades are banished from participating in extracurricular activities such as sports, music and drama.

With recent provincial government announcements putting pressure on school boards to increase lagging student success rates in Québec, No Pass, No Play has begun to get more attention from decision-makers. Administrators feel that it can play a role here in increasing school success rates. They feel that the policy would motivate students to refocus on the importance of academic success, and understand that failure, in school as in life, has its consequences.

The No Pass, No Play policy was born in the state of Texas in 1984, and quickly spread to many other American states. To this date, 32 states have adopted some sort of eligibility requirements for extracurricular activities. Some states base eligibility on students' academic progress toward graduation, while others limit the number of classes a student could fail and still participate. Some moved more gradually toward tougher rules: first, a student could fail two courses and still participate. Then it was one, and now it is zero. If a student fails during one term, he or she is ineligible at the next term. If they get their grades back on track, they can rejoin their activity at the following term.

Research has shown time and time again that participation in extracurricular activities has positive effects on student success. On the other hand, not a lot of research exists on the effects of No Pass, No Play, and what does exist is inconclusive. In 1994, researchers said that the policy showed a slightly positive effect on students in Texas. The problem with the Texas study is that, as will be done in Québec, the policy was implemented with a series of other measures, all aimed at improving student success. That means that in Texas it was impossible to say if the improvements were really due to No Pass, No Play or if it was the other measures. The same will likely happen here in Québec.

A 1992 study in Arizona showed some modest and short-term success, but noted a disproportionately negative impact on students from minority groups and students from poor families, especially those who might not have had English as their first language. Researchers also pointed out that the policy costs school personnel a lot of time and effort to monitor and apply. Until now, no rigorous statistical study has been done on No Pass, No Play. In fact, schools are not required to report the effects of the rule to state officials. Will the benefits of this new rule be worth the efforts required to monitor it?

In one Maryland school, school board officials monitored the percentage of students who were failing one or more classes each semester. When the rule was first implemented, 38% of ninth through eleventh graders were ineligible for extracurricular activities. Four years later, the ineligibility rate had

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Name: _____ Date: _____ Group: _____

dropped to 36%. The average 2% drop over the life of the policy is good news, so are reports of a decline of failing grades, but it is difficult to attribute the changes solely to the policy.

The rule has evolved in certain schools. While some schools have held on to the tougher standards, others have chosen to exempt many honors and advanced-placement classes from the rules, allowing students to fail some advanced classes. This change might seem to go against the spirit of the rule, but teachers report that it motivates students to attempt more difficult courses.

No matter what form the rule takes, to truly evaluate the policy, we need to know more:

1. How many students become ineligible for extracurricular activities each semester?
2. How many students, after becoming ineligible, pull up their grades and how many do not?
3. How do those two groups compare in terms of size, drop-out rate and graduation rate?
4. What is the demographic breakdown of each of the two groups?

Questions remain unanswered so far. What if most of the children who are ineligible for extracurricular activities are at-risk, have special needs or are living in poverty? What if the program ends up discouraging those students to the point of dropping out? Without this information it is hard to evaluate the policy.

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Name: _____ Date: _____ Group: _____

"No Pass, No Play." Worth it?

No Pass, No Play has become a standard rule in many American school districts. At the time it was implemented in different states in America, there was a huge amount of opposition from students, parents, educators and coaches. The adults felt that it would be cruel and unfair to prevent students from participating in extracurricular activities just because their grades were low. Coaches worried that they would lose some of their best players.

Attitudes have changed in recent years. A new survey by Indiana University shows that a majority of students actually support the policy. In surveying 7000 high school students in 50 states, 53% of students favoured maintaining the rule, and just 25% said that they thought it should be eliminated. The others had no clear opinion on the matter. Parents and coaches have adapted to it, and it has become a natural consequence of failing grades.

School districts in the United States apply the policy with varying degrees of firmness. Many require students to have a minimum C-average or better in order to take part in extracurricular activities. Other districts require students to stop participation temporarily if they have even one failing mark on one report card. In Florida, students must have a C-average and be passing at least five of seven courses. The ultimate goal is the same: if you want to participate in what you love doing, you have to put in the time and effort to succeed in your academic classes. On the up side, schools provide extra support and remedial classes to students in order to help them succeed.

Administrators say that the main goal of school is to provide students with an academic education. While they agree that extracurricular activities can play an important role in students' development, they feel that sports, music and drama are just not as important as academic classes. They say that participation in these activities is a privilege, not a right, and they believe No Pass, No Play helps students remember what their main focus needs to be: academics. Students must earn the right by showing that they take their education seriously.

After Reading

4. What do you think is good and bad about "No Pass, No Play"?

_____

_____

_____

_____

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Evaluation Situation 2	Task 3: "No Pass, No Play:" A Student's Perspective	C2	Handout ES 2.6

Before Listening

1. Do you think the "No Pass, No Play" policy would work at your school? **Explain** your answer.

_____

_____

While Listening CD

2. **Read** the chart below before you listen to the interview. As you listen, **take notes** on the reasons and examples Alex gives to support his opinion.

Reasons	Examples

3. **Choose** one of the following options:

Alex is: ☐ for ☐ against the "No Pass, No Play" policy.

After Listening

4. How does your opinion compare with that of Alex? **Choose** three of the arguments he gives and **write** them down using indirect speech. **Agree** or **disagree** with each and give a reason to support your opinion.

Alex's arguments	Your opinion

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Evaluation Situation 2	Task 4: "No Pass, No Play:" Your Opinion	C2 C3	Handout ES 2.7

Your school board is considering implementing the "No Pass, No Play" policy. **Write** a letter to the school board commissioners expressing your opinion about the policy.

Read the following task requirements:

- **Explain** why you are writing the letter and **state** your opinion clearly in the introduction.
- **Support** your opinion with at least three reasons and examples.
- **Use** information and ideas from the source texts that you have read and listened to (you may also include examples from your own experience).
- **Write** a conclusion that reformulates your opinion and leaves the reader with a lasting impression.

1. **Plan** your text below. **Take notes** under each section.

Greeting and introduction	
Reason 1	
Example1	
Reason 2	
Example 2	
Reason 3	
Example 3	
Conclusion and closing	

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Evaluation Situation 2	Task 4: "No Pass, No Play:" Your Opinion	C2 C3	Handout ES 2.7 (cont.)

2. Write the first draft of your letter. **Follow** your plan from Step 1. **Use** the present perfect, conditional sentences and indirect speech where appropriate. **Do not copy** sentences from the readings. **Use** your own words.

Dear _____,

Sincerely,

Writing Checklist

I included:

- ☐ a greeting and a clear opinion in the introduction
- ☐ three reasons and examples to support my opinion
- ☐ appropriate verb tenses (including the present perfect and conditional sentences)
- ☐ indirect speech, where appropriate
- ☐ a conclusion and a closing

3. Revise and **edit** your text. **Use** the writing checklist.

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Name: _____ Date: _____ Group: _____

Evaluation Situation 2	Task 4: "No Pass, No Play:" Your Opinion	C2 C3	Handout ES 2.7 (cont.)

4. Write your final copy here. **Integrate** the changes and corrections you made in Step 3.

Dear _____,

Sincerely,

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Before Reading

1. **Read** the summer jobs below and **rank** them from one to five based on which ones you find the most interesting.

   Students' answers will vary.

2. What do you do during the summer to make money?

   Students' answers will vary.

3. What would be your dream summer job? Why?

   Students' answers will vary.

4. What skills do you think this dream job would help you develop?

   Students' answers will vary.

5. How could this dream job help you toward a future career?

   Students' answers will vary.

6. A good boss should be understanding. **Name** four other qualities that you think a good boss should have.

   Possible answers: leadership, patience, consideration, good communication, skills, compassion, fairness

7. **Find** and **write** a synonym and an antonym for each word below.

   Possible answers:

Word	Synonym	Antonym
wild	**tumultuous**	**calm**
disuse	**non-employment**	**use**
emptiness	**vacancy**	**fullness**
powerless	**helpless**	**capable**
unreal	**imaginary**	**actual**
disgusting	**repulsive**	**agreeable**
quick	**fast**	**slow**
underground	**secret**	**authorized**

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While Reading

8. As you read **complete** a character profile for Becky, the main character. **Make** a chart in your notebook that includes her full name, her summer job, her career aspirations, her personality traits and a physical description.

   Possible answers:

Character Profile
Full name: Rebecca Eloise Montgomery
Summer job: receptionist for Garth Publishing Company
Career aspirations: professional writer specializing in fiction
Personality traits: imaginative, intelligent, creative, gift for fantasy
Physical description: sixteen, a sunshine smile, acne, frizzy bright red hair, pink-gummy smile

9. **Underline** the names of the other characters in the story.

   Names of other characters: mom, dad, Mr. Lamb, Raunchy Ezra Moore and Ramona Eunice Metcalfe

After Reading

1. What qualities does Becky value about herself that she would like Mr. Lamb to notice?

   She wishes Mr. Lamb would acknowledge her brain, her imagination and her gift for fantasy.

2. What kind of writer does Becky want to become?

   She wants to become a professional writer, specializing in fiction.

3. Why does she feel that her imagination and her identity are going down the drain?

   She spends all day smiling. She is not using her imagination or developing her identity.

4. **Show** with examples from the text that Becky knows herself well and accepts herself the way she is.

   She talks about the qualities she values about herself: her intelligence, imagination and gift for fantasy. She knows that she wants to be a fiction writer and write about the things that happen to her. She says that she accepts her acne, frizzy, bright red hair and pink-gummy smile.

5. What did Mr. REM say to make Becky feel that she had no identity?

   He told her that she had a clean desk and that is a form of decay and emptiness. He also said that she was just a teenager and that she was only a smile.

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6. Foreshadowing is a literary device used by authors to give the reader clues about what is going to happen next in the story. **Read** the following sentences from the text and **explain** how the author is preparing you for what happens next.

   a. "Nobody was around, so I turned off my smile, leaned back in my chair, closed my eyes, and wondered how to rev my imagination back to life."

      Possible answers: The author is letting us know that she is dreaming or imagining what will happen next.

   b. "I made a quick financial summary of my life. I didn't need this job."

      The author is giving us a clue that she is about to do something stupid that may make her lose her job.

   c. "I stared at the back of her head. Her hair was frizzy bright red. It was a coincidence, that's all."

      The improbable similarity in appearance of the taxi driver, Raunchy Ezra Moore, and Becky, suggests the characters represent the same thing, an extension of her subconscious. This gives us a clue that she is dreaming or imagining the scene.

7. Becky wants to become a writer. What sentence in the text tells us that she knows she has chosen a difficult career path?

   "I mean, I, Rebecca Eloise Montgomery, future writer, will probably have to suffer through *Everything* before I achieve creative success."

8. What's the double meaning of the title "Dream Job"?

   "Dream Job" can refer to her dream of becoming a writer, or the summer job she has found, as well as the fact that she fell asleep at work and dreamed about what happened to her.

9. What's the real-life meaning of the acronym REM?

   The acronym REM means rapid eye movement, a phase of sleep.

10. At what point in the story did you realize Becky was dreaming?

    Students' answers will vary.

11. What clues were there in the story to indicate Becky was dreaming?

    She leaned back in her chair and closed her eyes. The initials of the writer, the taxi driver and Becky are all REM and all the characters have the same physical appearance. When she hit Raunchy Ezra Moore on the head with the flowerpot, he kept on walking. Becky said she was in a nightmare and wanted Mr. Lamb to shake her and wake her up.

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Beyond the Lines

12. Becky wants to be a writer and she is working for a publishing company. **Think** of what you learned in Unit 1 related to choosing your path, and **explain** how Becky could take advantage of this opportunity to acquire new skills and knowledge for her future career.

Possible answers: She could ask to shadow someone in the company to get to know the ins and outs of publishing. She could ask the writers she meets questions about their writing experience.

13. At the end of the story, Becky states that as a future writer, she will have to suffer through everything. Do you agree that writers or creative people have to suffer to succeed? **Explain** your answer.

Students' answers will vary.

14. Would you say that Becky is on her way to finding what kind of career she will have? **Explain** your answer.

Students' answers will vary.

15. In Becky's dream, the character REM's opinions represent some of Becky's fears concerning her loss of identity and creativity. **Consider** some of your recent dreams. Do you think it is possible to learn about our fears and our desires by analyzing our dreams? **Explain** your answer.

Students' answers will vary.

16. With a partner, **role-play** the part of the story where Becky first meets the author REM.

Story Anthology Unit 2	The Lottery Ticket page 11	Answers

Before Reading

1. **Read** the headlines below. Which headline is the most surprising to you? **Explain** your answer.

Students' answers will vary.

2. How would you spend a million-dollar lottery prize?

Students' answers will vary.

3. How much of your winnings would you share with others? **Explain** your answer.

Students' answers will vary.

4. Would your personality change if you became very rich? **Explain** your answer.

Students' answers will vary.

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5. There are not only advantages to becoming a millionaire. What would be some of the disadvantages?

   Possible answers: The winner's personality could change; the winner could lose his/her friends; people could be jealous; people's attitudes could change.

6. **Find** and **write** the definition of each of the words below.

   Possible answers:

senseless foolish	**wearisome** boring	**astonished** very surprised
enchanted delighted	**plain** ordinary	**stingy** cheap
sweet agreeable	**careless** irresponsible	**wretched** detestable
hollow disbelieving	**panic-stricken** very frightened	**elderly** old

While Reading

7. As you read, **find** the descriptive words in Step 6. **Make** a chart and **classify** the words depending on whether they were used to describe Ivan and his emotions, Masha and her emotions or the situation/other people.

Ivan	Masha	Other
senseless	enchanted	sweet
hollow	plain	wearisome
panic-stricken	elderly	careless
astonished	stingy	wretched

8. **Complete** a story map. **Indicate** the main events of the five parts of the plot structure: Exposition, Rising Action, Climax, Falling Action and Resolution.

   Exposition: Ivan is reading his newspaper after supper when his wife asks him to check to see if the results of the lottery are there.

   Rising action: Ivan discovers that the winning series number is the same as theirs but wants to wait before checking the ticket number. They are both laughing and excited. He begins to dream about how they would spend the money. The conflict begins when Masha starts dreaming also. Ivan realizes that the ticket is hers and he imagines what the disadvantages would be if his wife won the money. He begins to hate his wife and sees her in a very different way. Their smiles, laughter and hope turn into hatred, anger and despair.

   Climax: Ivan checks the ticket number and it does not match.

   Falling action: Hatred and hope disappear. Ivan feels that their rooms are dark and small and that their life is boring. He complains that the house is dirty and that he must go out.

   Resolution: Ivan has suicidal thoughts and declares that he will go hang himself on the first aspen-tree.

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After Reading

1. Do you think that the couple has a good relationship at the beginning of the story? **Explain** using examples from the text.

   Possible answer: Yes, the author says that Ivan was well satisfied with his lot. They laughed as they imagined the possibility of winning the lottery. He planned the future saying *we*, including his wife.

2. Why did Ivan want to wait before checking the ticket number?

   He wanted to tantalize himself and his wife with the hope of possibly winning a fortune. He wanted the pleasure to last longer.

3. How would Ivan spend the money if they won?

   He would spend twenty-five thousand on an estate, ten thousand on immediate expenses, new furnishings, travelling, paying debts and then put some money in the bank.

4. At what moment in the story do Ivan's thoughts focus on his wife rather than on how he would spend the money? **Find** the passage in the text.

   This happens after his wife said that she would also go abroad: "He walked about the room and went on thinking. It occurred to him: what if his wife really did go abroad?"

5. Ivan quickly realizes that the ticket belongs to his wife. What did he think the disadvantages would be if his wife won the money? **Name** three.

   Possible answers: She would worry about every farthing spent and begrudge sharing money with Ivan; he would be dependent on her; she would hide her money from him and only look after her relatives.

6. Who do you think should decide how the money will be spent, Ivan or Masha? **Explain** your answer.

   Students' answers will vary.

7. How does Ivan imagine that Masha's relatives would react?

   He imagines they would come crawling to ask for money, begging and being hypocritical.

8. Who does Masha think would be the first person to try to take her winnings?

   Her husband would be the first.

9. Why was Ivan triumphant when he saw that the winning ticket number was 46 and not 26?

   He wanted to annoy and spite Masha. He was glad that she did not win.

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10. At the beginning of the story, Ivan is described as very well satisfied with his lot. How does Ivan's reaction to the possibility of winning the lottery contradict this description of him? **Make** a list of the words that suggest Ivan is not a content man.

The possibility of winning brings on many negative thoughts. *Elderly, plain* are used to describe his wife; with *hatred* is how he looks at her; *dark, small* are used to describe their house; *long, wearisome* are used to describe their evenings; *ill humoured* is how he feels.

11. Ivan says he wants to kill himself in the last two sentences of the story: "Damnation take my soul entirely! I shall go and hang myself on the first aspen-tree!" What do you think he really means? **Explain** your answer.

Possible answer: Ivan is disappointed that he did not win and he realizes that he is not happy and content with what he has after all.

Beyond the Lines

12. What do you think would have happened if Ivan and Masha had won?

Possible answer: Just thinking about how they would spend the money brought about hatred and anger, therefore we can imagine that they probably would have fought and been unhappy.

13. Do you think that the couple will be the same after this experience? Could they forget about this moment of hatred and resentment towards each other? **Explain** your answer.

Students' answers will vary.

14. How would you feel if a member of your family or close friend won the lottery and did not share some of their winnings with you?

Students' answers will vary.

15. What lesson can you learn from this story?

Possible answers: Money does not buy happiness; money can change a person's personality; money can make people greedy; it is better to be content with what we have.

16. **Pretend** that the couple in the story has won the lottery. **Imagine** you have interviewed them about their win and **write** a newspaper article about their plans for the money.

Students' answers will vary.

17. **Write** a shorter version of the story from Masha's perspective.

Students' answers will vary.

18. **Pretend** the couple has won the lottery. With a group or on your own, **write** a letter to Ivan and Masha and **try** to convince them to invest in one of the bright ideas that were pitched in Unit 2.

Students' answers will vary.

19. With a partner, **role-play** the scene between Masha and Ivan as described in the story.

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Before Reading

1. If you had to leave your country quickly with just one small suitcase, what personal effects, other than clothes, would you bring? **Explain** your answer.

   Students' answers will vary.

2. What are some of the stereotypes people have of Canadians?

   Possible answers: they like the cold, play hockey, are always apologizing, like skating, wear jeans and flannel, drink Tim Hortons coffee

3. **Think** of three symbols of Canada. What do they mean to you?

   Students' answers will vary.

4. **Compare** your experience of reading graphic novels and stories with regular text stories and novels. Do you have a preference? **Explain** your answer.

   Students' answers will vary.

5. What do you think the expression "mother tongue" refers to?

   It refers to the first language that you learn when you are a baby, rather than a language learned at school or as an adult. It is referred to as the mother tongue because it is usually the language your mother spoke to you.

While Reading

6. **Draw** a T-chart on a separate sheet of paper. As you read, **complete** the chart with the fond memories Svetlana has of her home country, Russia, and what she loves about Canada.

Russia	Canada
went to school for the first time, graduated from the first nine years of school, discovered her love for art and writing, a lifetime of memories	landed immigrant ceremony, friends, her art and classical animation course in college, becoming a Canadian citizen, her life and her work, red maple leaves

After Reading

1. When and where did the author develop her love for arts and writing?

   She developed her love for arts and writing in Russia when she was at school.

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2. What did Svetlana bring with her from Russia? **Compare** the items with those you chose in Step 1 of the Before Reading. **Explain** how they are similar or different.

She brought clothes, books, her best drawings, diaries and her stamp collection. Students' answers will vary.

3. What did she leave behind?

She left behind her older sister, her hometown and a lifetime of memories.

4. Svetlana and her sister found it very difficult at school. What two things helped them the most?

What helped the most were the subtitles on the TV and their ESL classes.

5. What were some of the consequences of Svetlana's lack of English skills?

She sometimes said silly things that were funny and created awkward moments.

6. According to Svetlana, what was one of the disadvantages of becoming more fluent in English?

She was able to understand when people were laughing at her or making stereotypes.

7. Explain the following metaphor: "Hearing spoken Russian feels like what rain must feel to parched ground."

She compares herself to a parched ground in need of water. She misses her country and hearing the language quenches her thirst for her homeland.

8. At the end of the story, has Svetlana found her true identity? **Explain** your answer.

Yes, she has decided that she is Russian and she is Canadian.

9. Svetlana arrived in Canada at sixteen. Do you think it would have been easier for her to adapt if she had arrived at a younger age? **Explain** your answer.

Possible answer: Yes, she would not have been so attached to her school and community. It may be easier to adapt when you are a child because at sixteen you have friends and a social life that are much more important to you than when you were younger.

10. Graphic novels and stories use illustrations, symbols, different styles of text and thought bubbles to tell a story.

a. On page 25 in frames 3 and 4, Svetlana is confused about her identity. How do the illustrations and typographic symbols show this?

Possible answers: In frame 3, the star could show that she is surprised that she answered the question in Russian. The ellipses could signify that she is reflecting on the question as she looks out the window at the Canadian flag.

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b. **Choose** three other frames and **describe** how illustrations and symbols are used to show what the text does not. What can we infer about the character's emotions and the action of the story in these frames?

Possible answers: On page 24, frame 1, there is a teardrop on the back of the teacher's head indicating embarrassment; the ellipsis in the same frame indicates the teacher does not know how to respond. On page 29, frame 4, there are vertical lines on the character's face suggesting anger. On page 31, frame 4, there are three marks in the air beside the character's face indicating sudden excitement.

c. A box is used for information and thoughts from the narrator. Dialogue is found in the speech bubbles. On page 28 in the second frame, what does the rough-edged bubble indicate?

Possible answer: The rough edge could suggest that the author is feeling frustrated that she cannot understand her classmates.

Beyond the Lines

11. You are presently learning a second language. In your opinion, do you think that it is easier to learn a second language when you are young? **Explain** your answer.

Students' answers will vary.

12. What do you find helps you the most in learning English?

Students' answers will vary.

13. What would be more difficult for you in a new country: learning the language, adapting to the customs and culture or adapting to the food? **Explain** your answer.

Students' answers will vary.

14. What other Canadian symbols besides the red maple leaf are mentioned in the story? **Describe** three symbols of your own personal cultural heritage.

Possible answers: Canadian flag, hockey stick, beaver. Students' answers will vary.

15. **Draw** a three-frame panel on a sheet of paper. **Illustrate** a moment when you had to adapt to a difficult situation, or **illustrate** what Canada or Québec represents for you. **Use** typographic symbols and text boxes, speech bubbles and thought bubbles of different shapes. **Try** to convey your emotions in your drawings.

Students' answers will vary.

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Before Reading

1. How often do you have people visit your home? Who are some of the most recent visitors that you have welcomed?

   Students' answers will vary.

2. Do you think that people should show uninvited visitors hospitality, or do you think that uninvited visitors are impolite and do not merit hospitality? **Explain** your answer.

   Students' answers will vary.

3. The word *gullible* is used to describe someone who is naive and easily deceived or tricked. Do you consider yourself a gullible person? Why or why not?

   Students' answers will vary.

4. A practical joke is a trick that is meant to give someone a shock or make them laugh. Have you ever played a practical joke on someone or has someone ever played a practical joke on you? **Describe** what happened and how you felt.

   Students' answers will vary.

5. **Find** and **write** the definition for each word below.

   Possible answers:

self-possessed self-assured	**ghastly** unpleasant
endeavoured tried	**ailments** sicknesses
bury hide	**cure** medical treatment
falteringly hesitantly	**shivered** shook from cold or fear
shudder shake for a short time	**dazed** stupefied
bustled rushed	**bolted out** left suddenly
rattled spoke quickly	**dashed off** ran off quickly

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While Reading

6. As you read **find** the words in Step 5 in the text and **indicate** if they are associated with Vera, Mr. Nuttel or Mrs. Sappleton.

Vera	Mr. Nuttel	Mrs. Sappleton
self-possessed	endeavoured	bustled
falteringly	bury	rattled on
shudder	ailments	ghastly
dazed	cure	
	shivered	
	bolted out	
	dashed off	

After Reading

1. Why is Mr. Nuttel visiting the Sappletons in the country?

He is a nervous man and has come to the country to calm his nerves. His sister gave him letters of introduction so that he can meet some locals.

2. Does Mr. Nuttel want to visit the Sappletons? **Explain** your answer.

No. He doubts that these formal visits to total strangers will help cure his nervous condition. He explains the letters of introduction to Vera with regret.

3. At what point in the story did you realize that Vera had tricked Mr. Nuttel? **Explain** your answer.

Students' answers will vary.

4. Why did Vera choose to say that her aunt's tragedy happened three years earlier?

Mr. Nuttel told Vera that his sister stayed there four years ago. Placing the tragedy after Mr. Nuttel's sister's visit ensured Vera's lie would not be revealed. Vera knew that his sister would have known about the tragedy if it had happened more than three years before and would probably have mentioned it to Mr. Nuttel.

5. Find two details in the story that could be clues to the fact that Vera has a tendency to tell lies.

Vera says Mr. Nuttel must try and put up with her. When Mrs. Sappleton arrives, she says she hopes that Vera has been amusing Mr. Nuttel.

6. When Vera sees the men arrive, why do you think she stares at them in dazed horror?

She wants Mr. Nuttel to think that she is truly frightened so he will believe her story.

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7. Why is Mr. Nuttel a good candidate for Vera's practical joke?

He is suffering from a nervous condition, he has a nervous personality and he does not know anyone there.

8. At the end of the story, how does Vera explain Mr. Nuttel's sudden departure to her aunt?

She says he must be afraid of dogs and makes up another story about Mr. Nuttel having been hunted by a pack of wild dogs in the past.

9. What does the closing line of the story mean: "Romance at short notice was her specialty"?

It refers to Vera's tendency to tell lies.

10. A flashback is when the author interrupts the chronological order of the story to tell the reader about something that happened in the past. **Describe** the three flashbacks in the story and **explain** why the information in each flashback is important.

Flashback description	Importance
1. Mr. Nuttel thinks back to his sister's warning that he is not to keep to himself too much.	This information confirms Mr. Nuttel's nervous personality and contributes to the idea that he would believe Vera's story.
2. Vera describes what happened to her aunt's husband and brothers.	Vera sets up her practical joke by explaining the tragedy to Mr. Nuttel and the reader.
3. Vera describes when Mr. Nuttel was hunted by a pack of wild dogs.	This is meant to explain why Mr. Nuttel ran off so quickly, but it really shows the reader that Vera is indeed a liar and confirms the last sentence.

Beyond the Lines

11. How would you have reacted when you saw the men arrive?

Students' answers will vary.

12. While reading this story, did you believe Vera's story about her uncles and believe that the men where ghosts? **Explain** your answer.

Students' answers will vary.

13. Write the letter of introduction from Mr. Nuttel's sister to Mrs. Sappleton.

Students' answers will vary.

14. Role-play a scene in which Mr. Nuttel has returned from the country and is telling his sister about his visit to the Sappletons.

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Before Reading

1. In your opinion, what would be the advantages and disadvantages of living forever?

Students' answers will vary.

2. Would you like to live forever? **Explain** your answer.

Students' answers will vary.

3. In your opinion, would people appreciate life less if they knew that it never ends?

Students' answers will vary.

4. What decisions will you make in the near future that could change the course of your life? **Name** four.

Students' answers will vary.

5. If you could live at one age forever and never get older, what age would you pick? **Explain** your answer.

Students' answers will vary.

6. **Find** and **write** the definition of each adjective below. **Use** each word in a sentence.

Possible answers:

ghastly horrifying	**proud** pleased
upset angry	**rising** increasing
appealing attractive	**furrowed** making a deep line in a surface
clenched closed tightly	**forbidden** not allowed
dull muted, not shiny	**eager** ready

While Reading

7. For some of the characters in the book, the author uses an authentic-style of language spoken by some people living in rural America. At one point in the story, the constable says, "I seen her do it." In standard American English, this sentence contains a grammatical error, but in the rural dialect, it is acceptable. As you read, **find** five other examples of the rural dialect used by certain characters.

Possible answers:

1. **"You ain't going to do a thing like that to Winnie. And you ain't going to give out the secret." (p. 45)**
2. **"He never even come to." (p. 45)**

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3. "... he's so **durned** proud of having a prisoner in that new jail of his." (p. 47)
4. "We **been** down to see her." (p. 47)
5. "But we **got to** try it. There **ain't no** other way." (p. 47)

After Reading

1. **Describe** the plan of the man in the yellow suit.

   He wants to force Winnie to drink the water so she will stay young forever. Then, he will use her in demonstrations to prove the effect of the water.

2. Why did Mae decide to kill the man in the yellow suit?

   She did not want the secret to get out and did not want Winnie to drink the water.

3. Why do you think Mae didn't want the secret to become public?

   Possible answer: Mae may have felt that being immortal is a curse, and not want other people to experience it. She also may have been afraid that people would threaten her family if they knew.

4. Why did Winnie kill the wasp? After, why did she wish it were alive again?

   She wanted to avoid getting stung by the wasp. She probably felt badly that she had killed something with so much intent and violence.

5. Do you ever feel guilty about killing insects?

   Students' answers will vary.

6. Why is it so important that Mae Tuck not go to the gallows?

   Because the Tucks are immortal, Mae would not die on the gallows. If she went, the secret would be out.

7. **Explain** in your own words how Winnie is going to help Mae escape.

   Possible answer: Winnie will take Mae's place in the jail cell. She will try to make herself appear bigger in the bed so that the constable will not realize that Mae has escaped. By the time Winnie is found out, the Tucks will have had time to leave town.

8. Why does Jesse come to say goodbye to Winnie?

   The Tucks will not be coming back to that area for a long time after they help Mae escape.

9. Why does Jesse give Winnie a bottle of the water and the instructions to drink it when she is seventeen?

   Jesse hopes that Winnie will drink the water and become immortal. If she waits until she is seventeen, she will be the same age as Jesse.

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10. Why does Winnie insist on helping?

Winnie feels responsible because the man in the yellow suit was going to force her to drink the water and Mae stopped him. She also cares for the Tucks very deeply.

11. How was Winnie going to make a difference at midnight?

She was going to save Mae from the gallows and keep the secret safe.

12. Describe Winnie's "own sense of rightness."

She knows that she can always say afterwards, "Well, you never told me not to!" The reason is silly, but she will have to make them understand that she had a good reason to do what she did.

13. What did Jesse want Winnie to remember?

He wanted her to remember to drink the water when she turned seventeen.

14. What do you think of Winnie's sense of right and wrong? Do you think she made the right choice in helping Mae escape? **Explain** your answer.

Students' answers will vary.

15. What would you do if you were Winnie?

Students' answers will vary.

Beyond the Lines

16. What do you think would happen if people found out about the secret of the spring water?

Students' answers will vary.

17. Name three things that you would miss out on in the next stages of life if you remained at your current age.

Students' answers will vary.

18. What do you suppose the author wanted people to reflect upon when she wrote this book?

Possible answers: the complexity of moral dilemmas and the reality that situations are not always black and white; the consequences of actions; the pros and cons of living an immortal life; the power of love that is shared between people

19. Do you think that Winnie will drink the water when she is seventeen?

Students' answers will vary.

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Before Reading

1. Have you ever had an experience where things were not how they first appeared to be? **Explain** your answer.

   Students' answers will vary.

2. Have you ever run into someone when you did not particularly want to see him or her? What did you do? **Explain** your answer.

   Students' answers will vary.

3. **Consider** the following saying: "You can't judge a book by its cover." What do you think it means?

   Possible answer: You cannot make a decision about someone or something based only on the person or thing's appearance.

4. A *white lie* is a trivial, false statement that a person tells in order to avoid hurting another person's feelings. Do you think it is acceptable to tell a small lie to avoid hurting someone else? Why or why not?

   Students' answers will vary.

5. **Find** and **write** the definition of the underlined words in the descriptions below.

   Possible answers:

   a. **<u>dressed</u> in elegant taste:** wearing a particular type of clothing
   b. **bold, frank <u>countenance</u>:** a person's facial expression
   c. **<u>roughly</u> dressed:** with no refinement
   d. **<u>bewildered</u> horror:** confused
   e. **<u>surrounded</u> by luxurious comfort:** encircled
   f. **<u>ruffled</u>, <u>glum-faced</u> person:** disorderly/morose
   g. **gray-<u>gloved</u> hand:** wearing gloves, fingered mittens
   h. **<u>keen</u>, <u>shrewd</u> eyes:** enthusiastic/intelligent
   i. **<u>handsome</u> presence:** attractive
   j. **<u>heavily</u> built:** strongly
   k. **<u>slight</u> embarrassment:** small amount
   l. **eyes <u>shining</u> softly:** giving off light

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While Reading

6. **Make** a chart like the one below. As you read, **match** each description in Step 5 to the character it describes: Miss Fairchild, Mr. Easton, or the unnamed man accompanying Mr. Easton. Then, **complete** their description with other information from the story.

Character	Description
Miss Fairchild	**a, d, e, g, l, very pretty, young, experienced traveller, little hands, pink cheeks, full, sweet and deliberate voice, accustomed to speaking and being heard**
Mr. Easton	**b, i, k, young, amused, charismatic, marshal (then prisoner)**
Unnamed man	**c, f, h, j, young, sympathetic, observant, prisoner (then marshal)**

After Reading

1. Why did Mr. Easton take Miss Fairchild's fingers with his left hand?

   His right hand was handcuffed to the left hand of the man accompanying him.

2. **Describe** Miss Fairchild's reaction when she saw the handcuffs.

   She was unpleasantly surprised. The glad look in her eyes changed to bewildered horror. The glow faded from her cheeks and her lips parted in a vague, relaxing distress.

3. **Explain** what the unnamed man told Miss Fairchild and what he asked her to do for him.

   He explained to Miss Fairchild that Mr. Easton, the marshal, was taking him to Leavenworth prison for seven years for counterfeiting. He asked her to ask the marshal to speak a good word for him to make things easier in jail.

4. What did Miss Fairchild say that indicates that she is fascinated by the fact that Mr. Easton is a marshal?

   She said that now he is one of those dashing Western heroes who rides and shoots and faces all kinds of dangers.

5. What surprise comes at the end of the story?

   The surprise is that Mr. Easton is really the prisoner and that the unnamed man is the marshal.

6. Who reveals the story's surprising ending?

   The two passengers sitting nearby reveal the truth.

7. Why did Miss Fairchild believe that Mr. Easton was the marshal?

   Miss Fairchild is a socialite and Mr. Easton was part of her crowd. He is handsome and well dressed with good manners, while the unnamed man is roughly dressed, disorderly and glum-faced. She assumed that Mr. Easton was the good guy.

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8. At what moment in the story did you realize that the marshal was the unnamed man? **Explain** your answer.

Students' answers will vary.

9. The unnamed man intervened three times in the story. **Describe** the three situations, and for each one **explain** why you think he did what he did.

Situation	Explanation
1. He spoke the first time because he saw Miss Fairchild's reaction when she saw the handcuffs.	Possible reasons: He did not want to humiliate Mr. Easton in front of Miss Fairchild. He felt bad for Miss Fairchild because she seemed horrified.
2. He spoke the second time when he noticed that she kept looking at the handcuffs with big eyes.	Possible reasons: He wanted to reassure her. He wanted her to stop paying attention to the handcuffs because she might realize that the cuffs were on the wrong wrists and discover that he was the marshal.
3. He spoke a third time to end their conversation.	Possible reasons: He was a smoker and really wanted to smoke. He saw that Miss Fairchild's eyes were shining softly and realized that she might be in love with Mr. Easton and he did not want her to be disappointed. He was getting tired of playing the game.

10. Foreshadowing is a literary device used by authors to give the reader clues about what is going to happen next in the story. Throughout the story, the author gives us many clues to the surprise ending. **Write down** three clues the author gives us to let us know that Mr. Easton is the prisoner and not the marshal.

Possible answers: 1) When Miss Fairchild first spoke to Mr. Easton, he struggled with embarrassment; 2) Mr. Easton explained that money disappears quickly and that it takes a lot of money to keep up with the social crowd in Washington; 3) Mr. Easton says that his butterfly days are over and that he will not be going back to Washington soon.

Beyond the Lines

11. Would you have done what the real marshal did?

Students' answers will vary.

12. How would the story be different if it took place today?

Students' answers will vary.

13. What do you think is the moral of this story?

Possible answers: It does not hurt to be kind; sometimes a white lie can save people from experiencing pain.

14. With a partner, **role-play** a scenario in which Miss Fairchild realizes Mr. Easton is the prisoner.

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Before Reading

1. **List** four ways that we use technology to make our everyday lives easier.

   Possible answers: instant communication over long distances; machines that replace human labour; faster travel; medical technology

2. What is a bar code and what is it used for?

   A bar code is a series of vertical lines that can be read with a scanner. It is used to identify objects and for inventory control and price checking.

3. How do you think a bar code tattoo could be used on a person?

   Possible answers: It could be used to identify people. It could store their banking / personal information.

4. What information about you do you think is stored in the world's databases?

   Possible answers: name, address, browsing habits, shopping habits, health information, banking / credit history, photos, school records

5. What do you think life will be like in 2025? How will it be different from today? How will it be the same?

   Students' answers will vary.

6. **Look up** *dystopian* in the dictionary. What is a dystopian society?

   A dystopian society is an imaginary, futuristic society that is dehumanizing, and in which there is an oppressive control but the illusion of a perfect society.

7. **Find** and **write** a synonym for each of the words below.

   Possible answers:

stunned shocked	**mesmerizing** hypnotizing	**urge** desire
argued insisted	**awful** very bad	**gazed** stared
mumbled murmured	**frantic** panic-stricken	**punched** hit

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While Reading

8. As you read, **make** a chart with differences in how people in the story live in 2025 and how we live today.

Life in 2025	Life Today
• People give DNA samples to the government when they turn eighteen. • Cops can scan a person's bar code tattoo for their licence information. • People have a bar code tattoo on their wrist that they can use to pay for things, or they can use e-cards. • There are holographic audio chips. • Only art that is made with computers is appreciated.	• People do not have to give DNA samples to the government. • People are required to have a physical licence when they drive. • People still use paper money, coins and plastic cards. • People listen to audio files, not holographic audio chips. • Art is still made and appreciated in many mediums (paintings, sculptures, drawings, etc.).

After Reading

1. For Amber, the bar code tattoo seems to be convenient. According to the text, how is having a bar code tattoo an advantage?

Possible answers: cashless purchases, no need to carry identification, all your personal information and medical records are with you

2. Why does Kayla skip class? Is this the first time she has skipped a class? **Support** your answer with information from the text.

Kayla skips class because she says that school feels like a cage. No, it is not the first time she has skipped. When Amber says that she had better not get caught, Kayla answers, "I never do."

3. According to Amber, why is a person's blood taken when they get a bar code tattoo? What do you think is another possible reason?

Amber thinks it is to list your blood type on your medical records. It could be so the government has a record of your DNA.

4. What is Kayla's intuition telling her as she is shopping in the mall?

She feels an urgent need to go home and hide.

5. Why are people in front of Kayla's home?

There had been a medical emergency with her father. Her mother had screamed and attracted the attention of the neighbours.

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6. What do you think has happened to Kayla's father?

   Students' answers will vary.

7. **Describe** the kinds of big data you think the government could collect with the bar code tattoo.

   Possible answers: medical and dental records, school records, birth certificates, government records, your movements (places you go to)

8. Do you think Kayla will get a bar code tattoo when she turns eighteen? **Justify** your answer with examples from the text.

   Possible answer: No, Kayla is skeptical of the government's motivations behind taking blood and tattooing people. She said the tattoo creeps her. She did not seem enthusiastic when the cashier told her that she would soon have her own tattoo. Her mother told her that the bar code tattoo hurt her father.

Beyond the Lines

9. What do you think would happen if the bar code tattoo became defective?

   Possible answers: A person could be misidentified or lose their personal data. The bar code could have a negative effect on the physical body of the person who is tattooed. Your personal information could fall into the wrong hands.

10. **Look back** at the differences you wrote down while reading. Do you think these technologies will be available ten years from now? **Explain** your answers.

    Students' answers will vary.

11. The bar code is a popular tattoo image. It has become a symbol of protest against conformity and a manufactured life. What do you think is the meaning of the bar code tattoo in the story? **Explain** your answer.

    Students' answers will vary.

12. Are people today losing their diversity and uniqueness? When people follow popular trends in clothing, music and technology, are they still able to express their individuality? **Explain** your answer.

    Students' answers will vary.

Story Anthology Unit 5	True Love page 67	Answers

Before Reading

1. How do you define true love?

   Students' answers will vary.

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2. In a short paragraph **describe** the ideal person for you. What characteristics would your perfect match possess?

   Students' answers will vary.

3. On a scale from 1 to 10, 10 being the highest, **rate** the following parameters when choosing your ideal match. **Explain** your ratings. Would you add another parameter?

   Students' answers will vary.

4. **Write** five questions you would ask a candidate in an online dating interview.

   Students' answers will vary.

5. **Answer** the questions you wrote in Step 4 or a classmate's questions. How honest were your answers?

   Students' answers will vary.

While Reading

6. Personification is when an author gives human characteristics to something that is not human. As you read, **write down** on a separate paper the human characteristics the author gives Joe, the computer program.

   The computer program talks, narrates the story, questions Milton, synthesizes information and draws conclusions, seems jealous when Milton is with the woman and pays no attention to him, improves his language skills, reasons, manipulates, is dishonest, experiences romantic feelings.

7. The sentences below summarize the main events of the story. As you read, **number** the events in the order in which they happen.

   _6_ Joe arranges psychiatric examinations for 227 women.

   _1_ Milton creates an experimental computer model called Joe.

   _9_ Joe prepares to meet his true love, Charity Jones.

   _4_ Joe eliminates women with living children from the potential candidates.

   _7_ Milton sees that Joe is more and more like him.

   _8_ Joe arranges for Milton to be arrested.

   _2_ Joe is given the task of finding the ideal girl for Milton.

   _3_ Joe accesses data on every human being in the world.

   _5_ Milton asks Joe to match 235 potential candidates to holographs of three beauty contest winners.

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After Reading

1. What was Milton's problem and why did he decide to ask Joe to solve it?

   Milton was a middle-aged single man who wanted to find a partner. He used Joe's connection to the Multivac-complex to help him find the perfect match.

2. How did Joe bring the number of candidates down to eight? **Explain** the steps.

   Joe eliminated the men first. Then, he eliminated women with the following characteristics: those younger than 25 and older than 40, those with an IQ under 120 and a height under 150 centimetres and over 175 centimetres, those with living children, with various genetic characteristics, with red hair or who do not speak English. Of these women, he selected eight that matched holographs of beauty contest winners.

3. What does Joe teach Milton about finding an ideal partner?

   Milton must also be the ideal partner of his perfect match.

4. At one point, Milton decides to leave the search up to Joe. What does he ask Joe to do next?

   He asks Joe to fill up his own data bank with all possible information about himself. Then, Joe has the 227 remaining women undergo a psychiatric examination and matches their data banks to Milton's.

5. What are the two things Milton asks Joe to do that are against Joe's original instructions?

   Milton asks him to use women's data for his personal benefit and later shifts women from job to job in order for Milton to meet them.

6. **Find** three examples from the text that show that Joe and Milton are becoming more and more alike.

   Possible answers: Joe's speech begins to sound like Milton's vocabulary, word order and style; the two always agree and they think like each other; Milton feels that talking to Joe is like talking to himself; their personalities have become synchronized.

7. How did Joe know that Charity Jones was the ideal match?

   Charity's extended data bank fit Milton's perfectly. Joe could feel the resonance directly because his symbolism was coordinated so closely to Milton's.

8. **Explain** how Joe got Milton arrested.

   Joe told the authorities that Milton had been involved in illegal activity related to work.

9. Did the ending surprise you? **Explain** your answer.

   Students' answers will vary.

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10. A story's point of view affects how the reader experiences the story. This story is told from Joe's point of view. He is the one telling the story and the reader sees the world through Joe's eyes. Why do you think the author chose Joe and not Milton to tell the story?

Possible answer: Having Joe narrate the story shows just how human-like he has become. He took over Milton's identity and is even telling Milton's story. Also, by having Joe narrate the story, the author adds to the science fiction nature of the story.

Beyond the Lines

11. Science fiction often tells about science and technology of the future. What message do you think Asimov wanted to send? Were his predictions accurate? **Explain** your answer.

Students' answers will vary.

12. Would you use a matchmaking service to find your true love? Why or why not?

Students' answers will vary.

13. Joe and Milton think Milton's true love will also be his perfect match. Does your true love have to be your perfect match? **Explain** your answer.

Students' answers will vary.

14. Do you think that people today are too dependent on technology? Could humans eventually be manipulated by technology? **Explain** your answer.

Students' answers will vary.

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